

NATIONAL PARENT-TEACHER THE P.T.A. MAGAZINE

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Because we in America have been spared the violence of warfare on our own shores, this healthy, happy child will celebrate a Thanksgiving of holiday joy and abundance. As we give thanks for our great good fortune, let us remember the thousands of homeless, hapless, and displaced children of the war-torn countries. And if it is peace and unity we hold so dear, let us call forth our best knowledge, our readiest resources, to the end that the blessings we ardently desire for our children may prevail for all.

The President's Message



"NOW THANK WE ALL OUR GOD"

I CAN hardly wait for Thanksgiving!" How often have we heard these words, followed by a long sigh of anticipation. The youngster sighs as he envisions the tradition-hallowed dinner table, pulled out to its full length to accommodate all the delectable staples of the American Thanksgiving menu: the brown and glistening turkey, swollen with the family's favorite dressing; the sturdy vegetables harvested from late autumn gardens—squash, parsnips, potatoes; the rosy, gleaming bowl of cranberry sauce; the spice-laden pies of pumpkin and mince. For these he can "hardly wait." For these he will, long before the grace is said, be truly and supremely thankful.

The grownup children sigh as they look forward to this yearly reunion with Father and Mother, the grandparents, the cousins, nieces and nephews, large and small. For the warmth and sustenance of family love, they will be truly and humbly thankful. They know, these grownup children, that we are all of us like the giant in the old Greek myth who could not keep his great strength unless he returned, now and again, to the bosom of his Mother Earth.

The older folk know this, too. That knowledge has inspired their labors of preparation for this festive day. They stand there in the open doorway, their eyes soft and shining, ready to welcome the homecoming sons and daughters who could "hardly wait"!

FOR many Americans this will be the first Thanksgiving in five years when the circle around the family table will once more be complete. For many more, that circle will never again be complete, and their gayety will always be tempered by an undertone of longing. We have known sadness and tragedy in these five years. We have known sacrifice, just as the men and women who proclaimed that original Thanksgiving had known it—sacrifice, struggle, despondency, ceaseless toil, and finally new hope, new promise of a better life. Now, today, perhaps more than at any other time, do we feel a strong and intimate kinship with those forefathers of ours. True, our struggle has not been so cruel and bitter as that of human beings in lands across the sea, but we have undergone the same elemental battle for spiritual survival. And to this cause we have given not only of our life blood but of our very lives, that the ideals of freedom and brotherhood for all men may not perish from the earth.

Those men and women of Plymouth Colony, three hundred and twenty-five years ago, gathered together to thank their God for food, for shelter, for warmth against icy winter winds and driving winter snows. We meet on this Thanksgiving Day, in the year of our Lord 1946, to give thanks for fellowship that nourishes our souls; for security against the powers of tyranny and oppression; for the warmth of all-embracing love against the cruel winds of hatred and hostility. Once again we have been victorious over forces that threatened to destroy us—forgetting not that the victory has been won at a tragic price. Once again we have emerged from a tremendous conflict with our spirits undaunted and our beliefs confirmed.

Yet the struggle is by no means over. Not in a decade or in a generation can we hope to eliminate greed, selfishness, and cruelty from all human hearts. If we are to keep faith with those who will not be with us this Thanksgiving Day, we must continue the fight with all the spiritual resources at our command. With our loved ones around us, let us bow our heads and give thanks to God for the strength, the purpose, and the steadfastness that is our rightful heritage.

Mabel W. Hughes

President, National Congress of Parents and Teachers



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GROWING

ROY A.

BURKHART

HOW can the home direct the spiritual growth of its children? This is a basic question. To fall short here is to fail. For a child, born a potential messiah, can become a waster and a destroyer. His parents, potentially the mother and father of the God in him, may care for his body but never fan into flame that spark of the Divine. The child may have a healthy body but never become really alive. He may quite possibly live out his years with no interest beyond food, shelter, money, sex, power, or violence. These are physical things, things of the earth. If a man neither finds nor seeks any greater interest than these, he never rises above the animal level.

A child is more than a body; he is a little raw self, with the germ of the Divine in him, and it is in the purpose of the Creator that his true nature shall be developed. Now suppose two parents wish to help their children fulfill that purpose, to make their hearth an altar, their home a true unit of the kingdom of God. How can this be done?

One step is to love the child so that he in turn learns to love. Every child has a right to be conceived and born in love. If he is so blessed, the size of the house he lives in is relatively unimportant.

Socially and physically he needs to be so guided that he grows beyond the cradle stage of self-love to a state in which a robust love flows through him and outward to others.

The Power of Love

IF his parents love each other, getting their major satisfaction from giving each other joy and peace and fulfillment, the child will learn the meaning of love by experience and by observation. If those parents have the love of God in their hearts, they will be patient, compassionate, faithful, joyous, understanding, strong in a faith that banishes fear, full of mercy that eliminates resentment. Living in the baptism of such love, their child will experience God long before he knows the name of the Divine. Living in the spirit of God, he will come to know that God is good and loving and forgiving.

Moreover, if the parents place spiritual values foremost, believing that all other things will be added, material possessions will always be secondary to God and His will in the thinking of the child. If they love the church and live its message truly, so will the child. If they love great music,

IT is in the proud tradition of America that here one may worship according to his faith. Here, if anywhere on earth, the home altar is secure against violation. But it is not secure against neglect. That safeguard must be provided by those who set the pattern of spiritual living for the household. It is for their guidance and inspiration that the suggestions in this article have been set down.



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IN Spiritual Grace

the best in literature, the wonder and mystery of the natural world, the divine in other people, the romance of work, the joy of creative play, he will grow in these appreciations as easily as he learns to talk and to accept social usages. If his parents seek always to know the best in others, irrespective of race, color, or creed; if they give their devotion to democracy in word and deed—then the child too will acquire these attitudes naturally.

A second step is to guide him to love, to know, and to live by the will of the Heavenly Father. The child's first awareness of God comes in the realm of the things that are "given" in life. His mind grasps very early the idea of God as the loving Father who provides sunlight, soil, air, and all the world's resources for food, shelter, and warmth. He should be taught that God thought of us and planned lovingly for us long before we were born, just as his parents planned lovingly for him and his brothers and sisters. As he becomes aware of all the gifts that issue from the Heavenly Father, he will develop that feeling of gratitude out of which come thoughtfulness, compassion, and loving service.

From the earliest years, the child should identify types of behavior that represent the way of God in life: treating all his playmates alike, making others happy, sharing toys, telling the truth, facing mistakes rather than shifting the blame, speaking well of others or saying nothing. Thinking habitually in such positive terms, children grow to live in the way of God.

The Power of Prayer

ALTHOUGH some leaders of children feel that boys and girls should not be taught to pray until they are at least eight years old, it has been my experience that they can learn to pray and worship as naturally as they learn to talk or love music. Bedtime provides a rare opportunity for reliving and interpreting the experiences of the day, for prayers of thanks, of petition, of remembrance. At an early age the child can enjoy sharing in family prayer, in Scripture reading, in stories, and in relating the day's experiences.

The family should make it a practice to seek God's will in times of conflict and perplexity. One family, with three children, does this with deep earnestness, gaining significant results. On a certain evening this household was served a meal of leftovers. Jim got apple pie, and Charles found at his plate a piece of cake. "Jim always gets the best of everything!" complained Charles. Some disagreement followed, and finally the father said, "Mother planned our meal, but Charles isn't satisfied with her judgment. Let's bow our heads and ask God what His will is." They did. When they lifted their heads, Jim said, "God told me to give my pie to Charles." Charles replied, "But if he gives me his pie he will feel good and I'll feel like a worm." After a pause the father said, "Won't we agree that it is God's will for us to accept thankfully what we have received?" They all agreed, and the meal was continued in peace.

A third step is to give the child that sense of belonging which makes him wholesomely independent. Love is not something that grows in a vacuum; it is built up through giving and responding, acting and reacting, in a variety of relationships. The modern family needs to find a way by which the members can spend more time together in creative crafts, in entertaining, in reading, in worship and sharing in the church, in making a contribution to the community. It is out of such common experiences that spiritual kinship grows and a sense of belonging is achieved.

The Power of Fellowship

THERE are many ways in which this kinship may develop. The writer was visiting in a home one night when the time came for the four-year-old daughter to go to bed. Instead of sending her to the bedroom alone, or with her father or mother, the parents suggested that we all go with her. We three adults knelt by her bed and had prayers. When her turn came, she prayed a long prayer, seeking to prolong the fellowship. She had no sense of estrangement but plainly felt that such sharing of experience between child and parents, between home folks and visitor, was the most natural thing in the world.

It may be predicted with confidence that this child will always love her home and want to bring her friends there. She will want them to come not because she feels an obligation but because it is her home and she wants to share it.

Gradually a child must be freed for fellowship with others beyond the home. True love is never possessive; it is mutual, but it also is free. And when the child is away from his home, having the sense of belonging there, he will feel secure. He is not bound to encourage those who disagree with him, but, on the other hand, neither will they lead him astray.

A certain young man, who had grown up in the kind of home here described, went to a picnic put on by a medical fraternity. He took along a jug of lemonade. When asked why, he answered, "It is a hard-liquor picnic and I am taking my own drink." Later it appeared that he was the only member of his fraternity who did not drink liquor. Yet he was very popular and almost universally loved.

There was nothing self-righteous about his attitude; he simply lived his life as he believed it ought to be lived. There were some things he did not do because to him they were not as vital, as exciting, as real as other things. Having developed in his own home a feeling of security, of being

loved, of belonging, he was free from the anxiety that compels some people to reach out for the companionship of others without regard to values or standards.

A fourth step is to develop a wide range of spiritual appreciations. The family must help the child to an appreciation of the beauties that are to be found in the natural world and in human beings. How life-giving is the appreciation of great music, of worship, of long-lasting books! One family I know makes a point of deciding what movies are worth seeing on the basis of certain standards of taste and excellence. Another family has budgeted for some years to buy four beautiful paintings.

The Power of Work

LESS often appreciated as a bearer of spiritual value is the experience of daily work. A child who grows up appreciating the sacramental meaning of work enjoys a rich advantage. Sharing in all the privileges of the home, he also accepts his share of the responsibilities. Such a child comes readily to a true appreciation of money—not as an end but as the means to an end—and he is increasingly devoted to the pursuit of those values that money alone can never supply. One can buy a dinner if he has a dollar. But not with a million dollars can he buy hospitality. That is a thing of the spirit, one of those lovely things that even very young children can be taught to appreciate and to express. The family will find it helpful to entertain freely and informally, not exerting themselves to impress others but merely sharing with others the delights of their home.

Much can be done in the family circle to determine the attitude of the child toward the school, the teacher, the minister, priest, or rabbi, and every opportunity should be seized to widen the range of the children's relationships. Even the choice of a husband or wife grows out of the sum total of appreciations which the child develops through the years.

We are living in a day when there is widespread violation of law, a lack of appreciation for property, and a growing disrespect for the fundamental institutions of our democracy. Here, too, the family can play an important role through the attitudes it expresses and through participation in all kinds of human relationships.

These are specific ways by which the family can guide the spiritual development of the child. In this very process the parents themselves will grow in grace, and the home will become a unit of God's kingdom.

What TOYS ARE BEST?

THERE are toys and toys—some that encourage creative activity and others that do little or nothing to further the child's development. The third article in the study course "Exploring the Preschool Period" outlines the principles of selection in general and includes some helpful lists of play materials.

CHRISTINE HEINIG

THE best toys are those that satisfy and extend a child's creative urge and help him to relive interesting experiences.

The best toys are those that can direct the child's abundant physical energy into useful, enjoyable channels and are well adapted to his particular growth needs.

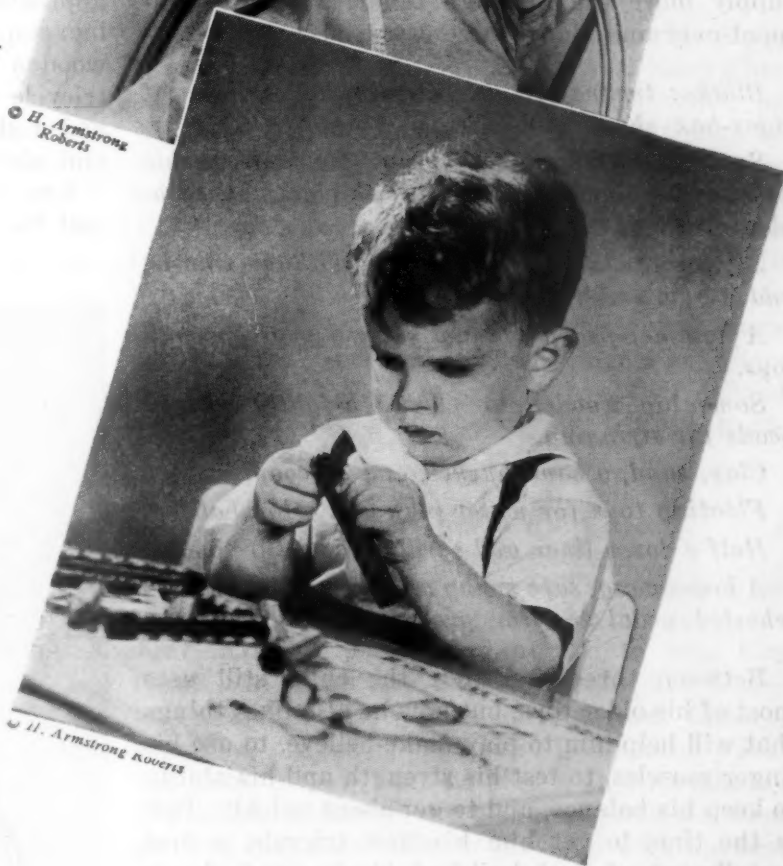
The best toys are those that help the child to learn—incidentally, as he plays with them—about color, sound, form, texture, and other more abstract mental concepts in keeping with his stage of mental development.

The best toys are those that have a "do-with" quality, toys designed so that children may learn by doing; toys that will give a child scope to make things, using his own lively imagination.

The best toys are those that give a child variety in his play materials. A youngster needs indoor toys and outdoor toys, action toys and toys for quiet play. He needs dolls and animals to love and care for, and he needs to express himself with such materials as clay, dough, sand, chalks, paint, and crayons. He needs toys that will develop skill and precision in the use of his smaller muscles and in his general body coordination. At the same time



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he needs toys that develop muscular strength and power.

The best toys for the young child are durable toys, made to survive strenuous use by young, unknowing explorers. Wood, aluminum, plastics, rubber, leather, linen, and even galvanized iron are good, reliable materials to look for when buying toys for the child under six.

Finally, the best toys are safe toys, and safety is often a feature of the more durable type of toy. Let the buyer beware, however. Let him remember that lead and certain dyes are poisonous and may infect the child who puts things in his mouth. Rough, splintery wood, sharp corners,

nails, and bits of wire are all safety hazards. Furthermore, cheaply made toys give way at unexpected moments and upset children's poise and security.

Things To Pull, Pile, and Push

THE child of two or so will like things that he can push and pull; things to carry about, to pile, and to dump; things that match and fit together; things he can handle, mold, and cuddle. And of course he will need something to carry a lot of these things in, as well as a substantial bin where he can drop them when it's time to put toys away for the night.

The toys in the following list will take care of the two-year-old's playtime needs on a minimum basis. Christmas and birthday gifts will doubtless supply more than enough temporary entertainment over and above these essentials:

Blocks: twelve or more sturdy, hollow ones of cigar-box shape and size.

Several stuffed animals, rag-type unbreakable dolls, and a biggish doll's bed with plenty of washable bedding.

An interlocking train of cars without wheels, and a few small trucks.

A hammer-peg game and several peg-type pull toys.

Some big wooden or plastic brightly colored beads for stringing.

Clay, sand, a sand bucket, and a scoop.

Floating toys for water play and a big ball.

Half a dozen linen and cardboard picture books.

A low-swung, safe swing and a squatty, rubber-wheeled pedal toy for pre-tricycle riding.

Between three and four the child still uses most of his older toys, but now he also likes things that will help him to play make-believe, to use his finger muscles, to test his strength and his ability to keep his balance, and to get about quickly. This is the time to get him his first tricycle, a first installment of real building blocks, and, for a little girl, a baby doll. A trestle with planks and a chinning rod, a self-propelling swing, and a small wagon—all these help to take care of big-muscle activity.

In addition, the three- or four-year-old should have any number of miniature transportation toys; blunt, though good, smooth-working scissors and firm paper; colored chalk and greaseless crayons; water-color paint with thick brushes; jigsaw puzzles (the pieces large and few); garden tools; another piece of doll's furniture; and, of course, more picture books.

Toys To "Do Things With"

FROM four to six the child still plays with the good, basic toys of his earlier years, but now he needs them in varieties that offer him greater mental or physical challenge. He needs more things of the "do-with" kind. By his fifth year his set of building blocks should be completed—the final installment consisting of blocks for building arches and making switches. He should have a few real woodworking tools, a box of soft-wood scraps, and some slender, large-headed nails.

He should also have a dress-up box and a number of items for "real" housekeeping. A girl will want a little-girl doll with dresses and coats and hats. A drum and bells, some picture-matching table games, more transportation toys, including a realistic train of cars, will be greatly appreciated, and many of these can be of the inexpensive dime-store variety. For outdoor play a wooden climbing frame will be needed, a larger tricycle with a trailer, a board swing, a wagon, and a sled. And forever and ever, picture books and picture storybooks.

Any list of toys, of course, must be varied to suit the individuality of the youngster. Although



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most children generally require the kinds of toys already mentioned, some will want more trains and trucks, others more dolls and tea sets, and others more action toys. In any event, however, we should remember to give all children plenty of variety in their play materials.

Another point to bear in mind is that a child's collection of toys should have some unity of size and scale. Blocks that are too small to make a train shed big enough for a toy engine, or dollies too big for little beds, tend to frustrate a child's creative play. And lack of such foresight in the selection of toys also sadly limits the usefulness of the child's tools for self-expression.

Learning by Playing

THE number and range of items on these lists may seem appalling on first reading, but when one recognizes how important playthings are to the young child the variety is more than justifiable. In the first place, young children are almost completely dependent on playthings for their activity. Second, their toys call into play the use of both muscles and mind and thus affect the child's mental and physical growth. And last of all, remember that most children use their toys constantly throughout their waking hours.

This means that parents should devote the utmost thought and care to the selection of their youngsters' play equipment. If Johnny spends an hour or more every day in his swing, the best swing for him is obviously one in which he is well seated and which allows his body muscles freedom to stretch, pull, and grip. A swing that is too big or too little, too high or too low, or one in which his body is stooped and curled up, as it so often is in the prevalent motor type of swing, is not the right one for Johnny. Many of the better designed—and hence more expensive—play materials and children's furniture are made with adjustable parts, to keep pace with a child's growth. Since such toys need not be replaced so often, they will prove to be the least costly in the long run.

Consequently, budgeting for a child's playthings becomes important to the conscientious parent. He will find it wise to spend considerable money on

the types that will be used longest and on those with which the child spends a good deal of time each day. Chief among these will be equipment for physical play—that is, climbing apparatus, walking boards, swings, big building blocks, pedal toys, and wagons. The set of building blocks first started when the child is three will stand by him all through his early play life. Though one of the more expensive essentials on the list, it is especially necessary for boys.

Realizing the importance of toys to good growth and likewise being aware of the fact that most toys are selected purely on the basis of their eye appeal (or a clerk's salesmanship), one wonders whether it might not be possible to circulate a toy list among the family and close friends. Head it *Toys Bobby Needs*, and pin it up somewhere about the house for both insiders and outsiders to read and remember.

If Bobby's requirements are thus frankly made known, much as a modern bride makes known her needs in the way of silverware and china, he will have a good chance of getting the things he ought to have. Then the older folks will discover that the best toys are not just "toys," in the dictionary sense of the word, but also materials for making things, apparatus for doing things with one's body, and things to look at or listen to quietly. Even in this enlightened age too many toy manufacturers and toy departments are offering only the dictionary type of toy, that defined as "a plaything, gewgaw, bauble, trinket, bagatelle, knickknack"!

The Child Gives the Cues

WATCH your child at play. In his activity is he using himself well? Is he playing up to his age? Are his playthings suitable to help him relive and dramatize experiences he has had—at the lake, seaside, farm, city, garden, factory, postoffice, grocery, Grandma's? Is his mind working as he plays? Does he play with enthusiasm? If you can answer yes to all these questions, then you can rest assured he is provided with the best of toys and that all his faculties are fully extended in interesting and wholesome play.

Know you what it is to be a child? It is . . . to be so little that elves can reach to whisper in your ear; it is to turn pumpkins into coaches, and mice into horses, lowness into loftiness, and nothing into everything, for each child has its fairy godmother in its soul.—SHELLEY



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BOYS, GIRLS,

S. R. LAYCOCK

OUR grandfathers thought that teaching a child the three R's was the most important part of his education. Today both school and home are stressing a fourth R—Relationships. We now realize that every living being, from birth to death, lives in a network of human relationships—child and parent, brother and sister, playmate and playmate, pupil and teacher, neighbor and neighbor, employer and employee, buyer and seller, boy and girl, and, finally, husband and wife. For every one of these relationships a child needs training. This training is given in various degrees by four sets of teachers—the child's home teachers, his schoolteachers, his playmate teachers, and his community teachers.

So Grave the Need

BECAUSE of the strength of the sex urge and its great possibilities either for enriching or for degrading the personality, training in sex relations as a part of the wider problem of human relationships is one of our most urgent needs.

Another reason for training in sex relations as a part of education for family living lies in the widespread disorganization of families now observed on every hand. The current breakdown of home life, as evidenced by the increase in divorce, extramarital sex relations, and venereal disease, is not due to the depravity of our young folks. Rather it arises from the fact that they are confronted by new problems in our complex modern society—problems that they have never been



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trained to face and solve. In plain language, our education for boy-girl and husband-wife relationships has not been good enough for the kind of world in which our young people are called upon to live. And we need to do something about it!

Sources of Sex Education

WHO has been responsible for giving the sex education that has shown itself so inadequate to the present heavy demands upon the average family? If we stop to think before we answer this

AND SEX

QUICK-WITTED or slow, all boys and girls are learners. That is why all parents should be teachers, and every home a school in which the major study is the art of living. No child is poor who has been guided into wholesome attitudes toward those who make up his expanding social environment, and also wisely prepared for the founding of his own home. How this may be done is ably discussed in the third article of the study course "The Family Rediscovered Itself."

question, we have to admit that sex education has in the past been turned over almost entirely to two of the child's four sets of teachers—his playmate teachers and to certain of his community teachers, notably the movies and the highly flavored romantic magazines.

Up to now schoolteachers have not dared to participate in sex education, and parents have either evaded it entirely or, by a policy of embarrassed silence, have been giving it the wrong sort of emphasis. It is time, therefore, that training in relations between the sexes be put on as intelligent and matter-of-fact a basis as the teaching of reading or arithmetic. It should be a part of the education in and for human relationships in which parents, schoolteachers, and the more reliable community teachers should all participate.

What should be the basis of such education? The so-called "facts of life"? Not exclusively. Most people depend altogether too heavily on the saving power of information. Certainly your boy or girl is entitled to a complete knowledge of the facts about sex and reproduction. But do you owe your child no more than that? Many of the worst profligates in the world today know all the physiological facts there are. Yet they fail in this sphere of human relations because they do not understand the personality side of sex relationships and because they have developed unwholesome emotional attitudes toward sex.

Let us remember that it is not only *what we know* that matters but that *how we feel* about what we know is tremendously important, too. The first step in sex education is, therefore, for parents and teachers themselves to acquire wholesome attitudes toward sex—to free themselves from squeamishness, prudishness, vulgarity; from feelings of shame and disgust; from thinking of sex as a form of sophisticated sewage.

Off to an Early Start

SEX education must begin in the home. And throughout the whole development of the sex life of the child the home must play a major role.

The essential features of such training can be clearly and simply stated in their natural sequence.

First, the father and mother should themselves be a happy husband and wife. This is by all means the most potent factor in sex education.

Second, they must take care that the child is not made to feel ashamed of wetting or soiling himself or of handling his genitals. Otherwise he comes to regard that whole area of his body with shame and disgust.

Third, the child's early questions about where babies come from, what being born means, and why living things must have a father as well as a mother should be answered frankly and truthfully and without embarrassment.

Fourth, at the primary school level a child's understanding of the mating and reproductive process should be helped by direct observation of pets—rabbits, for example—at home and at school.

Fifth, when the youngster reaches the pre-adolescent level, full advantage should be taken of his normal interest in collecting facts. It is at this time that his parents may thoughtfully help him to complete his knowledge of the physiological facts of sex and reproduction.

Sex Education in Adolescence

AS boys and girls enter their adolescent years they have a right to know, and should be taught, just what is involved in growing into manhood and womanhood. They should know what physical and physiological changes to expect—growth of hair on the body, growth in the size of genitals and breasts, the change of voice in boys, the beginning of menstruation in girls, nocturnal emissions in boys, and the sudden growth of arms and legs. They should be helped to look forward to these changes with anticipation rather than dread or embarrassment. They should know, too, that all this development will lead to the establishment of an intimate relationship between a man and woman, to the creation of a home together, and to the producing and rearing of children.

In middle adolescence boys and girls need practical help and advice in the whole field of human relations, but particularly in the matter of relations with the opposite sex. They want to learn all they can about how to start boy and girl friendships, how to make a good impression, and how to meet the problems involved in "going steady."

Teen-age youngsters are buzzing with questions concerning the proper age for pairing off, how to be popular, the proper length of acquaintance before dates, blind dates and pick-up dates, parental interference in boy-girl relationships, necking and petting, drinking, smoking, and late hours. They wonder how to handle friendships that become unduly serious and what to do about jealousy on the part of boy friends or girl friends. Adolescents wonder, too, whether sex matters should be discussed by boys with girls, and vice versa. And



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then there is that delicate problem of "Dutch treats."

As middle adolescence merges into later adolescence young people need help in distinguishing true love from infatuation. They need to understand that marriage is a union of personalities which is based on common interests and ideals. They need training, therefore, in the skills involved in choosing a mate and evaluating the barriers that differing religious, social, and economic standards may present to the happiness of two people.

The whole problem of engagement also should be clarified. Boys and girls in their late teens want to know how long an engagement period should be. They should realize that its purpose is to make possible close association between the two young people so that they may explore each other's personalities and make sure that their decision to enter into marriage is a wise one.

As young men and women approach marriage they need help in understanding the art of love-making as a means of consummating and establishing the marriage. They need help in preparing for the adjustments necessarily involved in the union of two different personalities. Finally, they must know the role of the family in meeting the personality needs of its members—needs for emotional security, independence, achievement, recognition, and a sense of personal worth.

Mistakes Parents Make

THE chief mistake made by the parents of adolescents in sex education is the all-too-reluctant shifting of gears in their own relations with their teen-age boys and girls. These youngsters do need the sympathy and guidance of their parents. They want desperately to be understood by them, but they will *not* be treated as children. Dictatorial methods, therefore, are not effective. Parents must learn to treat adolescents on a man-to-man level. Only on this friendly basis will they be able to give real and effective guidance. If they insist on remaining supervisors and protectors, they will inevitably defeat their purpose.

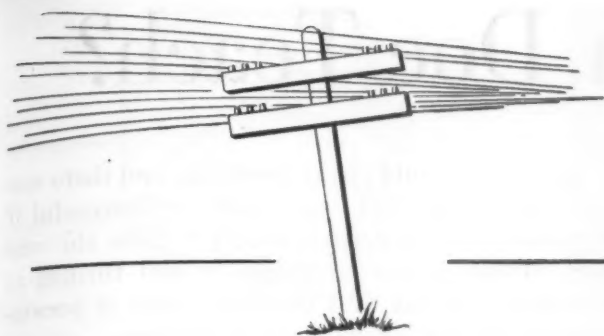
ON COURTSHIP AND MARRIAGE

Those marriages generally abound most with love and constancy that are preceded by a long courtship.—ADDISON

Courtship to marriage is but as the music in the playhouse till the curtain's drawn.

—WILLIAM CONGREVE

Marriage resembles a pair of shears, so joined that they cannot be separated; often moving in opposite directions, yet always punishing anyone who comes between them.—SYDNEY SMITH



Notes from the

NEWSFRONT

How Are Your Brakes Today?—Do you recall that last spring and summer, from May 15 to July 7, the police of the United States and Canada conducted a continent-wide Traffic Safety Check program? Drivers were urged to have their cars checked for faulty brakes, bad headlights, and other defects—and three million responded promptly. The results of the campaign were significant, even startling. During May, June, and July traffic fatalities fell 20 per cent below the 1941 figures!

No Leg o' Mutton Sleeves Yet.—Don't look for a revolution in women's fashions for at least another year. The Civilian Production Administration has issued an order preventing the creation of any new styles that will use up unnecessary materials or make our present garments out of date. Why? "With men's suits, shirts, and shorts so hard to buy," says the director of CPA's textile division, "fabric for women's wear must be kept within limits."

Education for the Million.—If all the school children in New York City were gathered together in one spot they would form a community the size of metropolitan San Francisco. Nearly a million boys and girls attend New York's public schools—the largest school plant in the world. Their educational needs are administered by more than forty thousand employees.

Nature's Laundry Aid.—South American women don't have to worry about the soap shortage. They can always use the fruit of the soapberry tree, which produces a fine, sudsy lather.

Capitol in Motion.—In the hundred and seventy years since the Declaration of Independence was signed, nine cities have been the site of the Capitol of these United States: Baltimore and Annapolis, Maryland; Philadelphia, Lancaster, and York, Pennsylvania; Princeton and Trenton, New Jersey; New York City; and Washington, D. C.

Passing of a Pioneer.—With the death of Lucy Wheelock, on October 2, America lost an honored and internationally famed educator. Miss Wheelock, who lived to be eighty-seven, was founder of Wheelock College, Boston, which for nearly sixty years has trained teachers of young children. In her youth Miss Wheelock studied under another noted pioneer in the kindergarten field—Elizabeth F. Peabody, sister-in-law of both Nathaniel Hawthorne and Horace Mann, disciple of Froebel, and sponsor of the first public kindergarten in America.

Maine Mountaintop.—If you live in Maine, you may feel justly proud of this special distinction: Mount Katahdin, Maine's highest peak, is the first spot in the United States on which the sun shines each morning. Its summit

is also said to be the spot from which one can see more land and water than anywhere else in the world—on a clear day, of course!

Time-savers and Wonder-workers.—Add to your list of new products that will become available sooner or later in the next few years: (1) a portable radio typewriter that broadcasts as it types; (2) a baby bath made of magnesium and weighing only thirteen pounds; (3) a television set for factory executives that will enable them to observe employees at work anywhere in the plant; (4) for home kitchens, a gas garbage incinerator that dries out waste before burning it; and (5) a coin-operated railroad-ticket vending machine that will deliver a correctly printed ticket and make the right change.

England's Children and the War.—A report just issued by the British Ministry of Health gives some amazingly heartening figures on the health of British children during six years of war. In 1944 the birth rate had risen to the highest point since 1926, and at the same time the rate of infant mortality had fallen to a new low. For children of every age from one to fourteen, the death rates were below those of any year before 1939—despite the fact that seven thousand were killed by enemy action. There were no serious epidemics, and deaths from tuberculosis actually declined. Most interesting of all, in view of prolonged food shortages, is the statement that the nutrition of British families is "no worse than at the beginning of the war, and as regards children it indeed seems better."

Cornerstones for Future Progress.—Mrs. L. W. Hughes, president of the National Congress of Parents and Teachers, has announced a nation-wide program for the entire organization during the next three years. It emphasizes four major aspects of P.T.A. activity—school education, health, world understanding, and parent education and home and family life.

Man's Hands Excel Machines.—Despite the precision and perfection made possible by machines, many products still owe their value and worth to the skill of human hands. Machine-made Oriental rugs, for example, are far inferior, in beauty and longevity, to those painstakingly woven on primitive hand looms by native craftsmen. The colorful, variegated designs and the remarkable durability of Oriental rugs are due to the thousands of tiny knots of native yarn, each one tied individually by patient, dexterous fingers. A nine-by-twelve rug may have a million of these knots.

Best-selling Speller.—Spelling isn't always a popular subject among school children today, but back in 1790 Noah Webster's *Elementary Spelling Book* outsold all other books except the Bible. It is estimated that more than a hundred million copies were purchased during the era of spelling bees and best-speller contests.

Shall Mrs. John Doe Teach?

GERTRUDE HANKAMP

IT was May 1946. Anne Barclay, college senior, about to embark on a new position, was spending fifteen minutes at her favorite indoor sport—musing.

Four years it had been since she'd finished high school in Sunnyside. Not only had she graduated with honors, but she had had a record of active participation in many group projects. She had always liked people, liked working with others. And people usually liked her. (No use being unduly modest. One might as well admit assets along with liabilities!)

During the spring and summer of 1942 she had thought long and hard about a career as a teacher.



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She knew she would enjoy teaching, and there was every indication that she would be successful if she chose it as her lifework. Yet here she was today, almost ready to graduate and thrilled at the prospect of her first position—that of personnel assistant in a large department store.

Why a department store and not a schoolroom? Well, when it came right down to hard facts, Anne Barclay hadn't seen how she could live on the salary paid to teachers she knew. Neither was she willing to fight continually for recognition simply because she was a woman. She knew that it would make her hard and bitter, that eventually she would lose all ambition and give up the struggle. She knew too many teachers who had grown old and tired and bored before their time because long ago they had reached the upper limits of salary and position for the jobs they held. In almost every case these teachers were women, unmarried women.

But most of all Anne didn't want her marriage to Jack to write *finis* to her aspirations for a career. She and Jack had grown up together. They had always planned to be married when they finished college. Arguments hadn't convinced Anne that marriage must necessarily end a woman's professional ambitions. But too often in the teaching field it meant just that, so she had decided to leave teaching to others. Moreover, she herself was too serious about the matter of pursuing a career to choose teaching as a temporary, stopgap job until something better came along.

SHE had known too many teachers who had dared to marry and were thereupon forced to forfeit their professional rights completely. In other instances they were permitted to go on teaching—but as substitutes and with salaries that were both inadequate and unjust. Of course, things had changed temporarily during the war, but already in some schools there was talk of raising the bars once more against married women.

Right now, in fact, people she knew, teachers as well as parents, were saying that if married women were allowed to teach there would be a shortage of positions for unmarried women. Of course, there was no shortage today, they agreed, but it would surely come. The argument, to her way of thinking, was pretty weak. She wondered whether some teachers were so unsure of their own positions that they were eager to eliminate competitors. Or—and this was more serious—whether they were so unsure of their own ability



ANNE BARCLAY would have enjoyed teaching. She had an excellent scholarship record, and, what's more, she liked working with people. Why, then, did Anne at a time when the teacher shortage in America is so acute, choose a career outside the teaching field? Her reasons, shared by too many other qualified women, bear heavily on the future of education in this country.



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that they were unwilling to be judged on the basis of the higher professional qualifications that competition would bring.

IN addition, this whole discussion about the shortage of jobs was rather ridiculous. Actually, Anne was convinced, there had never been a shortage of teaching positions. On the contrary, there had always been a shortage of teachers. True, there had been times when teachers couldn't find jobs, but that wasn't because there weren't children who needed to be taught. It was because the American people hadn't believed in education enough to invest the money necessary to give all children, every child in America, an adequate education.

Even today they didn't believe in it enough. As long as some classrooms housed as many as forty or fifty children; as long as school opportunities for some children were limited to only six months in the year; as long as schools didn't provide sufficient art or music or play experiences for all children at all levels of maturity—as long as these and many other needs existed, there was hardly a shortage of positions. If *she* were a parent or a teacher she wouldn't be worried over the lack of jobs for teachers; she'd be concerned about the lack of teachers for the jobs. She would not only see that good teachers were *allowed* to teach after marriage; she would definitely encourage them to do so. In fact, she might even

offer them a bonus for agreeing to stay on in the classroom!

There were those people, too, who were always saying that married teachers had so many home responsibilities they couldn't do a good job of teaching children. To this she could reply that if they had that idea they ought to know Helen Drake and Beth Thompson.

HELEN and Beth both taught in the high school in Sunnyside, the town where Anne had grown up. They had started teaching there eight years ago. Both were considered outstanding teachers. Today their houses stood side by side, and they were close friends. They planned their school activities together, and they shopped for groceries together. Mrs. Jones cleaned Helen's house on Thursday and Beth's on Friday.

But whereas Helen lived alone in her house, Beth lived with her husband and four-year-old son. Beth hadn't been permitted to continue teaching after she was married, but two years ago the school board had got desperate when it couldn't find teachers and let her come back (on a substitute's salary)—much to the delight of the high school youngsters.

Of course, there were still people who said that Beth Thompson had so many things to do in her

house that she couldn't possibly have the time that Helen Drake did and therefore she just couldn't be as good a teacher. They said she had to care for young Teddy, forgetting that Teddy spent all day at nursery school under expert, sympathetic supervision that enriched rather than restricted his normal childhood experiences.

They said Beth spent a lot of time doing things with and for her husband, Jim, but they failed to recall that Jim did things for Beth, too. He took the screens down in the fall and put the storm windows up, but Helen Drake did that six-hour job herself. It was the same with mowing the lawn, or calling the plumber, or paying the light bill, or running an errand, or seeing that the car had an overhauling. Jim did them all, for himself and his wife. But Helen had no Jim, and these tasks made heavy demands on her out-of-school time.

YES, Beth Thompson had a husband and a young son, but Helen Drake's house didn't run itself. And she loved that house, too. These days women, unmarried as well as married, want rich, full living. And who would send them out of their homes, back to small, unattractive furnished rooms so that they might give more time to their teaching duties?

The comparison could go one step further. Helen Drake and Beth Thompson each lived in and kept a lovely home, and it was difficult to say which home demanded the most time. But Mary Kent was also a teacher who kept house. And there was never a question of her not being permitted to teach, although an invalid mother took up a large proportion of her spare time. What many of the townspeople didn't know was that Beth Thompson, on days when she had finished caring for her husband and young son, often found an hour or two to help Mary Kent so that she'd have time to attend to her house, her mother, and her teaching duties.

What did people mean by "teaching duties" anyway? Some said that married women weren't going to give up their evenings to correcting papers and preparing lessons as any good, well-behaved teacher ought to do. Those were the people who didn't realize the important fact that schools and teaching were being managed a bit differently

now than they were a quarter of a century ago.

Naturally, that didn't mean that teachers today never corrected papers or prepared lessons as part of their homework. But teachers in 1946 had a different kind of homework, a different kind of lesson to prepare. Beth Thompson, for example, had spent several hours visiting the municipal court in preparation for taking her group of fifteen-year-olds to find out at first hand how a court functions.

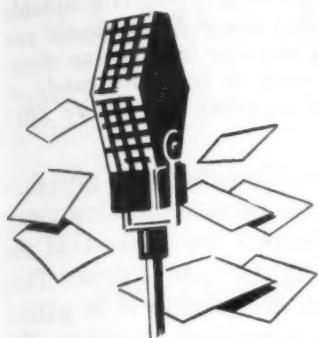
INDEED, Anne reflected, up-and-coming schools today want their teachers to be participating citizens of the community and to live well-balanced lives of their own. A pretty big order, true, but it made for better teachers. It meant evenings spent at community forums, civic committee meetings, or political meetings. It included concerts, plays, movies, picnics, dances, bowling, and time for just talking with other adults who weren't teachers. Certainly no one would consider a husband an impediment to this kind of homework. He'd be an asset. She wondered if it might not be a good idea to *require* every teacher in a modern school to marry! Now there, that was food for thought.

Anne could have gone on musing indefinitely if Jack weren't arriving any minute. Why, both Helen Drake and Mary Kent were the first people to declare that Beth Thompson had something pretty special to give high school youth simply because she was a wife and mother! And everybody agreed that Jane Ridgeway should be allowed to go back to teaching because John's health made regular work impossible for him. But in Sunnyside, the decision to give Jane her old job had come slowly. There was a time-honored rule, you see: Married women didn't teach in Sunnyside. To circumvent the rule had entailed an action of major proportions.

Yes, she would have enjoyed teaching, thought Anne, and maybe in a few years all these foolish prejudices against married teachers would have vanished. But she couldn't wait until then. After all, she was marrying Jack in a month, and she was thrilled about her job as a personnel assistant. Too bad people just couldn't realize that in terms of schools and teachers, as well as everything else, this is the year 1946.

The most potent of all indirect influences in the development of our citizenry is the influence of a good teacher.—A. J. GERSON

To know how to suggest is the great art of teaching. To attain it we must be able to guess what will interest; we must learn to read the childish soul as we might a piece of music.—H. F. AMIEL



NPT Quiz Program

COMING TO YOU OVER STATION H-O-M-E

Through the Facilities of the National Parent-Teacher

GUEST CONDUCTOR: ALICE SOWERS

Director, Family Life Institute, University of Oklahoma

● *My ten-year-old son simply hates reading. This has caused us a great deal of worry because obviously all schoolwork depends upon being able to read. Our entire family, with the exception of Bob, reads all the time, so it is a bit difficult to understand just why he detests it so.*

IT is difficult for any of us, accustomed as we are to reach for a book or magazine whenever we find a few free moments, to understand why some one person does not enjoy reading. Most of us cannot even recall when we began to read or how we became interested in reading. Yet there may be many reasons why your Bob doesn't like to read.

To begin with, does he read well? Does he understand what he is reading? We now have reading clinics in our colleges, you know, to help college students learn how to read well. Isn't it too bad that someone failed to discover the deficiencies of these students when they were younger—perhaps ten years old? Talk with your son's teacher and the one he had last year. His dislike for reading may arise from the slowness with which he gets information from the printed page or his inability to interpret what he reads.

Is Bob an active boy? Does sitting quietly with a book seem to him a sheer waste of time? Some children present problems at this age be-

cause they prefer to stay indoors and read rather than to play outdoors where they get the fresh air and exercise they need so much. Of course, they really should have both—a balance between the two types of activity.

Since your family reads "every possible moment," Bob's dislike for it may also go back to the time when he was too young to enjoy reading and thus felt left out of the family circle. Although he may not have actually said it, he may have thought to himself, "All they do is sit and read, and no one pays any attention to me." Children often develop strong likes and dislikes from impressions that they may not put into words.



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Perhaps too much has been said about reading or too much pressure brought to bear to get him to sit down with a book. The fact that you use the word "detest" suggests an active feeling on his part. This might come about from overpersuasion ("nagging," he might call it) or from his inability to read as well as others.

We must always allow for individual differences and try to understand that no two members of the family will have the same degree of interest in the same activities. Bob may prefer games to books. Playing with him part of the evening would call for similar cooperation from him when others prefer to read. Naturally, you will not let him feel you are "cooperating" when you play with him. You will enjoy the game as you hope he will enjoy the reading.

● *I am a girl of a little over thirteen. I am very much interested in boys and dating, but my mother has been passing the word around that I am not. So the boys hear that I'm not and don't ask me for dates. My problem is this: What should I do to make my mother realize that I am interested in boys?*

MY guess is that your mother already knows that you are interested in boys. The word she is "passing around" is probably not that you are uninterested but that you are too young for dates.

Now, wait a minute! I know those are fighting words to most young people, but think a bit before you square off. Your mother would probably be glad to have you interested in boys as a group—and also interested in girls as a group. You should have many boy friends. Her objection probably arises from your wish to date one boy, to go places with one boy. Most parents feel as your mother does about that.

Have you talked with her about entertaining several boys and girls at your house? Not for a party that takes long planning and complicated refreshments but for a good time together, perhaps preparing your own refreshments in the kitchen? Have you talked with other girls about the same sort of affairs at their homes? I can promise you the boys will enjoy them—because many boys have told me so. In short, most people believe that young folks in their early teens can and should have good times together but that they should have them in groups. Let the pairing off of one boy and one girl come a little later on.

The thing that disturbs me most about your letter is your belief that your mother is "passing the word around" about you. Cannot you and your mother talk together about this calmly and objectively? If so, remember before you start that whatever your mother says and does is prompted by her love for you.

● *I have a little girl of eight who wants to spend her own money in her own way. What is a suitable allowance for a child of this age? What would you recommend that a child of this age be given an allowance for—mere pleasure, such as toys and candy, or other items, such as school supplies and family gifts?*

THE main purpose of an allowance is to give children an opportunity to learn something many of us adults have not learned too well—that one cannot have tomorrow what he spends today. That knowledge is not gained overnight; it is gained through practice, through making mistakes. But isn't it better for us to make our mistakes when they do not involve large sums of money?

Shall you, then, let her go ahead and waste money? Yes, indeed, if that is what she wants to do with her small allowance. Only don't forget that what you consider waste may be of real value to her. Look around you at the young men and women who are earning money for the first time. Some of their purchases make their parents gasp, but usually they buy what they always said they would buy whenever they had their own money.

It stands to reason that a little girl of eight will not have a large allowance. Exactly how large must be determined by what she is expected to buy with it and how much experience she has had in spending money. Twenty-five cents a week is enough if she buys only candy, ice cream, and chewing gum. The amount can be increased, as she grows in her ability to spend it wisely, to include movies, pencils and tablets for school.

Perhaps in the beginning you will need to give her the money more often than once a week, although most children can plan for the entire week. You might help her by giving her the money in nickels. A young friend of mine keeps his allowance in a box with partitions—one for each item for which he spends his money. If the candy allowance is gone and he wants more candy, he knows he will have to reduce expenses on another item. He *sees* the money disappear as he spends it. That is a lesson many adults might well take to heart.

Young children must not be expected to get excited about putting money in the bank. They can save for a purpose—to buy a gift or something for themselves that does not come from the usual family allowance. But they cannot become interested in sacrificing a movie today for a college education ten years hence.

When children begin buying clothing, they need counsel and will welcome it if it is given as we offer advice to our friends. They need counsel, for example, when buying something like a pair of shoes so that they may find out how to get real value for their money. An allowance can indeed provide important learning experiences.

The PRIZE

PUM



KIN

ROBERT P.
TRISTRAM
COFFIN

A Thanksgiving Story

IT was Barbara who was really the cause. Peter loved Mr. Snow almost as much as he loved his two best uncles, who had been to sea all their lives and could whittle out small schooners for small boys. Never would he have dreamed of doing anything to hurt Mr. Snow, whose farm joined his father's and who let Peter fish his brook and made him pea-pod canoes by the hour. Mr. Snow did not have a boy of his own. He didn't have any wife now, either. So Peter sort of made it up to him by being several different kinds of boys for him—one for every day in the week, Mr. Snow said.

Peter could, too. He had a lot of different boys in him, all wanting to get out. He could run and shout, or he could lie all day curled up with one of Mr. Snow's books on his kitchen couch and never say a word. He could shin Mr. Snow's apple trees for him. Or he could keep awful quiet while Mr. Snow added up his accounts.

No, Peter loved Mr. Snow, and Mr. Snow loved Peter. Peter never would have done a thing to hurt him. But this was the fall when Peter first found out he was in love with Barbara. And when a boy is first in love, he forgets everything: lugging in the night's wood, the sevens in the multiplication table, and all his best friends. So Mr. Snow got hurt.

He wouldn't have got hurt, though, if it hadn't been for John Webb. John was even more the cause of the trouble than Barbara was. For John thought Barbara was his. He acted that way. He upset Peter dreadfully. John brought the girl with the molasses-candy curls the best Nodheads his father raised on his farm. He gave Barbara his slates with the red, white, and blue yarn on them. He gave her pencils. He gave her hazelnuts and

shelled the prickly twins for her so she wouldn't get her fingers full of splinters.

Peter tried to keep up with him, but he kept falling behind. He tried to outshine John's Nodheads with his father's best Russets. He did outshine the red, white, and blue slates with his precious cardboard turtle that swam around and wiggled its legs in a little glass box. But John came right back with a kaleidoscope that made Barbara hold her breath. Peter had to get even with a box of bright green beads.

THEN John produced the pumpkin, and that brought everything to a head. It was getting toward Halloween, and Barbara was giving a party. She wanted a jack-o'-lantern the worst way. So didn't John Webb bring her one twice the size of any pumpkin Peter's father had in his whole garden! And John carved the pumpkin with a grin a foot wide.

Something happened to Barbara when she saw that jack-o'-lantern. She melted. Peter saw her. She melted just like the beeswax Peter's mother used to clean her needles on.

Peter's mouth got hard. It was dreadful to see Barbara melt like that. He was desperate. He went over to his friend Mr. Snow's garden patch that twilight. He never once thought about what an awful thing it was for even a small boy to do. All he thought of was Barbara's melting like beeswax.

Peter took out his seventh-birthday jackknife and hacked through the stem. He cut Mr. Snow's prize pumpkin right off the vine and lugged it home to the woodshed. He had to put both arms around it as far as they would go, and walk blind because it was up above his chin. He had to toe out and trust to his sense of direction to get him home.

The heavy pumpkin bowed him down and took all his wind. But Peter got it home.

He carved that pumpkin into a grin from ear to ear, and the grin was a good six inches wider than John Webb's pumpkin's grin. So next morning Barbara found a laughing pumpkin that just about took up all her desk from the inkwell to the edge. Barbara melted like honey on hot griddlecakes. And her eyes went right across the aisle to Peter's desk. She knew at once who had brought her the pumpkin.

Peter was looking at the Andes in his big geography book. But he felt Barbara's eyes when they touched on him. He blushed to the roots of his ears. And Barbara smiled, more all-over than Peter had ever seen her smile. More than at the turtle, the beads, or the Russets.

JOHNN WEBB was done for. The pumpkin had finished him. Barbara had her Halloween party, and she had both pumpkins in the parlor, all lit up. But Peter's had the place of honor right on the center table, in the middle of everything. Everybody spoke of it—except John Webb.

For three days Peter walked on nothing but fleecy white clouds. Then all of a sudden he remembered that Tipsham Fair was next week. Ever since Peter could remember, Mr. Snow had won the prize for the best pumpkin. He had the blue ribbons all over his parlor wall, around his dead wife's picture. Now Mr. Snow's prize pumpkin was gone. It was cut all to pieces.

All fall Mr. Snow had watched that pumpkin grow, had babied it and turned it over so it would grow evenly. Mr. Snow would go out there next week and find only a stump! Peter came down out of the clouds with a thud. He went up to his sad corner in the haymow and thought of what an awful thing he had done.

The boy never went near Mr. Snow for weeks. He never even asked to go to the fair. It was the first he had missed since he put on breeches. But he heard the fearful news: Someone in the next township had won Mr. Snow's pumpkin prize.

Peter never went near Barbara's, either. He let John Webb go and try to climb back into his lost place. That was the way Peter took to punish himself for his sin. But he didn't feel any better for not seeing Barbara. He felt worse.

There was just one thing left that a boy built like Peter could do. And he did it at last. He went over to Mr. Snow's house the night before Thanksgiving. He marched right into the kitchen. Mr. Snow was frying potatoes. He asked Peter to sit down and join him in the potatoes. He was tickled to see Peter.

But the boy said no. He was a sinner. He could not sit down. He could not eat Mr. Snow's pota-

toes, though they were particularly brown and tasty. He stood up and came out with the whole sorrowful story. He thought Mr. Snow's mustache twitched a little when he got to the part about John Webb's pumpkin, but he couldn't be sure. Mr. Snow was sitting by the cookstove and listening with his head down. His mustache was all Peter could see.

It was hardest about Barbara. Peter had never even mentioned her to his mother, but he had to bring her into the story to explain things.

When Peter finished, Mr. Snow knocked the ashes out of his pipe. He got up and went to the sink and let the potatoes burn in the frying pan. The boy's heart was down in his shoes.

Then Mr. Snow began talking. His voice was not very loud, but he managed to get the words out. And he said Peter had done the right thing in making a clean breast of it. Mr. Snow didn't think it was so awful a sin as Peter had made out—not for a boy in love. What he was proud of was that Peter had told him! He said so, though he sort of choked on the words.

"Say!" Mr. Snow suddenly shouted and swung around on Peter. "What say you bring Barbara over here tomorrow night, after the two of you've finished your own dinners, and we three'll have a second Thanksgiving dinner right here!"

When Peter left Mr. Snow's, his feet were on clouds again, though the night was clear as glass.

So that was how Peter ate two Thanksgiving dinners for the first time in his life. It was wonderful. Barbara sat at the lower end of the table, where Mrs. Snow would have sat, and served the cranberry sauce and the pumpkin—the best pumpkin Peter had ever tasted. And Peter himself was planked right smack in the big chair at the table's head. Mr. Snow put the carving tools into his hands, set the huge, browned turkey right in front of him, and told him to sail in and carve.

It was the first time Peter had ever been asked to carve at the table. He sort of hashed the meat up here and there in places, and he hit bones he didn't know about. But he got the left leg off for Mr. Snow at last, and a thick slice of the breast for Barbara.

"You'll have to be carving a turkey for Barbara one of these days, regular, before long," said Mr. Snow, "so you'd better get used to it right now."

Peter had never had anything said to him before that made him feel so proud and good. The chair he sat in was a large one, for Mr. Snow was a man rather broad in the beam. But Peter suddenly found to his delight that he was filling up that chair from one arm to the other.

"Yes," said Barbara, "you might as well get used to carving a turkey for us regular, Peter."

Poetry Lane



Elegy

Lo, he is gone in the fall of the year,
The winds blow colder.
Lo, he is gone, and the witch hazel yellows,
The red leaves smolder.

Sing of it, birds, you who stay,
You who grow bolder,
Facing the coldness of winter and loneliness.
Sing of it, magpies, you who chatter,
Walking about in your black and white,
Gentleman pickpockets that you are.
Or, if you will, gossip about it.
Anything, birds, so long as you shatter
The prison of quiet that bars us in.

Lo, he is gone. The red berry glistens,
The silk of the milkweed
Floats and listens,
The black trees rest, the river sleeps,
Down the hill the winter sweeps.
Lo, he is gone, and who will answer
For spring's returning? Who will plead
For the green-clad dancer,
The yellow-haired girl,
The soft-voiced one who comes in May?

Not we who watch the coldness come,
Not we who welcome darkness in,
The winter sunset and the snow.
Lo, he is gone. Let winds blow colder
The black trees rest,
The red leaves molder.

—DOROTHY TYLER

For the Day

Father in Heaven,
We humbly pray
For wisdom and courage
To meet the new day.

Grant us the vision
Thy purpose to know
And the skill for each task, Lord,
Wherever we go.

Grant grace, Lord, for living
Each day, one by one,
And guide Thou our labors
That Thy will be done.

—ANNA H. HAYES

I Have a Tree

I have a tree beside my door—
Was ever man so richly blessed?

At night, I hear within my tree,
The stormy wind's apostrophe,
And I can feel
The rain-drenched leaves, the twitterings
Of drowsy birds, the spread of wings.
And, oh, I know
The withering frost, the northern gale,
The dormant sleep, the sun grown pale.
My tree and I
Have learned to wait, serene in this:
The cycled vow in April's kiss.

I have a tree beside my door,
And minstrel winds at my behest—
Was ever man so richly blessed?

—SYLVIA STORLA CLARKE

Why?

Why is grass green, and never red,
Or yellow, blue, or pink instead?

Why does an apple tree not make
A pear sometimes, just by mistake?

I'd like to know a hundred things—
Why I have arms, while birds have wings. . . .

But I'll not ask. Grownups say, "Willy,
How can a big boy be so silly!"

—MARJORIE ALLEN ANDERSON

Zero

No need today for birds to fly:
This dry cold is the upper sky
That knows the change of night and day
Only as great and lesser grey.
Soon in the stern white truth of snow
There will again be high and low;
But now a man whom stars have crossed
Can stamp his heel on stars of frost,
Or tramp exalted on the proud
Top leaves of trees, and breathe a cloud.

—LOYD HABERLY



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HOW TO Think ABOUT YOURSELF

BONARO W. OVERSTREET

A FRENCH proverb declares, "The commonplace, looked at, becomes strange," which is only another way of saying that nothing is commonplace in itself; nothing is commonplace except as we make it so by taking it for granted.

I look up at this moment, for example, and see a calendar on my desk. Nothing strange there. A calendar is one of the most expected pieces of desk-top equipment. Nothing strange, until I look at the calendar instead of merely glancing at it. Then I see back of it those ancient watchers of the sky whose knowledge of the sun and moon it embodies. I see back of it the quaint competitions of Roman emperors who arranged the calendar to honor themselves: July—Julius Caesar; August—Augustus Caesar.

Then I see the odd juxtapositions of religions. January was named for Janus, the Roman god of beginnings, but the Sundays of January, as of the other months, are printed red in obedience to a different religious tradition. I see the illogicalities that we live with and never think about: September, October, November, December—our

ninth, tenth, eleventh, and twelfth months—named for the Latin words that mean seven, eight, nine, and ten, because once they stood in that position on the Roman calendar. Nothing is strange about this commonplace object—except everything about it.

The Logic of Custom

WHAT is true of the calendar is true of other things I use. It feels just natural to me to have my fingers on the keys of my familiar typewriter—until I think of the streams of knowledge and ingenuity that have converged to make it an instrument to take for granted. It seems natural to have my room warmed by a radiator—until I recall man's age-long battle against the cold. It seems natural to have the telegraph at my command—until I remember the awed voice of its inventor as he sent his first message over the clumsy mechanism, "What hath God wrought!"

If every hour of our lives we were to feel the full impact of the mystery resident in every ob-

ject we use, we would spend our total energies in being astonished. Life demands that we learn, in the interest of effectiveness, what to relegate to habit and custom and what to keep in the forefront of attention.

The trouble is, however, that with most of us it is not wisdom so much as accident or inertia or timidity that determines what we take for granted and what we look at with surprise. I

You Are the Product of a Culture

remember the farmer out in Kansas who astonished his neighbors by studying the stars just because he was interested in them. His amateur excursions into astronomy did not interfere with his work. He confined them to his spare moments and did not try to thrust them upon anyone else. Yet they damaged his reputation. His neighbors began to feel that there must be something queer about him; no normal, practical man would go around gazing at the skies.

This man's predicament—that of having to choose between his neighbors' respect and a perfectly honest interest that was harming no one—is of a type that is painfully common. All too often and in all too many areas of life we are surprised at people, and critical of them, not because they are hurting someone else but simply because they have dared to be different. The full logic of our human nature might suggest that it would be the most natural thing in the world for a man to look up at the stars and wonder about them and set himself to learn as much as possible about them. But the small logic of custom makes it seem peculiar for a man to want to use more than a scant fraction of his human powers.

The *Book of Common Prayer* invites us to renew our modesty by admitting, "We have left undone those things which we ought to have done; and done those things which we ought not to have done; and there is no health in us." It would be

good for our minds and souls if we would learn to repeat at intervals a second admission: "We have taken for granted what we should regard with surprise; and we have regarded with surprise that which we should take for granted; and there is no health in us."

Habits That Hamper

IT does not matter, perhaps, whether we consciously appreciate the physical objects we use—the pans in the kitchen, the curtains at the window, the pen and paper that are ready at hand when we want to write a letter. What matters more, as far as spiritual depth is concerned, is that we tend to lose the habit of being surprised at the natural order of things: at the sun and moon and stars, the changing seasons, the wind, the clouds, the weeds by the roadside.

And what matters tremendously is that we take for granted all the customs and opinions and loyalties that we breathe in, so to speak, from the cultural air around us. As a result, any type of behavior or institution seems logical if it is familiar, and all types of behavior and all institutions that are unfamiliar seem illogical, unnatural, even dangerous.

Yet we are not members of a small, self-contained, primitive tribe; we are members of one world. And within our own culture we have seen so many changes take place that man's ancient habit of treating the familiar as the natural would seem to be a habit harder to keep than to break.

But most of us *have* kept that habit. Most of us still are less surprised by a familiar ugliness—a landscape disfigured, for example, by billboards—than by an unfamiliar beauty. We are less surprised by a familiar cruelty—by one person's insulting another, for example, because he belongs to a different race—than we are by an unfamiliar kindness.

It almost seems sometimes, in spite of our professed ideals and our urge toward good will, that we would rather be *against* our human fellows in familiar ways than be *with* them in unfamiliar

A NEW world is struggling to be born. Are we ready and equipped to help? Or do we lazily accept the present as the preferable, the familiar as the normal, the ways we know as better than ways as yet untried? The voice of our times calls upon us to develop new powers of appreciation and appraisal. For guidance, read what Mrs. Overstreet has to say here—and ponder.

ways, ways that would require of us new habits and generousities. As someone has put it, we do not mind half as much being seen in public with a woman who underpays her maid as we mind being seen with a woman whose clothes are out of style.

New Windows for a New World

ONE of the most interesting demands made upon us by the events of our day is that we learn to think of ourselves as products of a culture—as people who do things and say things in certain ways *not* because these are the only reasonable ways of doing or saying them but because we have been conditioned by one cultural environment rather than another.

The lesson comes hard. It is not easy for us who have spoken English and heard English all our lives really to believe that the Spaniard says *amigo* as naturally as we say *friend*, or that the Frenchman says *femme* as naturally as we say *woman*. A tourist once remarked in Paris, listening to the unfamiliar tongue, "I always feel that they are just *playing* at talking—like children who've made up a pretend language of their own."

It is not easy for a person who drives on the right side of the road to believe that, as far as the nature of man and the universe is concerned, it is equally logical to drive on the left side. It is not easy for a person whose religion has made him honor certain symbols to believe that an equal reverence can, with equal logic, be felt for other symbols.

It is not easy, even, for the members of one generation to feel that the members of another generation have habits and values as right and natural as their own. Looking at the photographs of our parents when they were young, we tend to feel that they went through life dressed for a masquerade. Could they actually have fallen in love with each other in those bathing suits?

There is nothing new about what I am trying to say here. But the practical problem it poses has never been solved, the problem of our being so geared to the familiar that in our judgments we are unfair to both the familiar and the strange. We do not feel sufficiently surprised at the one, and we feel too much surprised at the other.

When We Abandon Wonder

BUT what difference does it make, anyway? Why should we bother to try to renew our surprise at life or try to be surprised at the familiar, for a change, rather than the unfamiliar? I think that our common obtuseness is bad for our minds and hearts in four ways.

In the first place, if we take for granted all the things around us, we miss a myriad reasons for gratitude. That calendar on my desk that I spoke about at the beginning of this article—how many people's thoughts went into the making of it! And what is true of the calendar is true of every common thing that we use; scarcely an act that we perform does not bring us profit from some skill and patience other than our own.

These days, when we all tend to feel too much cut off from other people—by barriers of vocation, class, religion, nationality, race—it is profoundly important that we constantly renew our feeling of gratitude for the manifold ingenuities of mankind. Such gratitude we are not likely to feel unless we are capable of feeling surprised at the familiar.

In the second place, if we take for granted as right and natural all the objects and institutions of our culture, we are not likely to be stirred by a will to make them better. Our own impulse to improve things, whether by a different arrangement of furniture in a living room or by a different relationship among the nations of mankind, must depend upon our first having felt the inadequacy of what exists. We will not feel it unless we can shake ourselves free from the notion that the present order is the natural order.

In the third place, as I have suggested earlier, a habit of taking for granted whatever exists can accustom us even to cruelty. We take slums for granted; we take depressions for granted; we take poverty for granted; we take bankruptcies for granted; we take crime for granted. That is, we take these for granted in the forms in which they frequently occur within our own system—because we take the system for granted. Thus we find ourselves too often in the paradoxical position of actually disapproving of people because they are working to eradicate evils which we have been persuaded to call natural. At the same time we find ourselves mysteriously respecting people who profit by evils—so long as these evils are not surprising but those to which we are accustomed.

Finally, a habit of taking things for granted makes it hard for us to judge fairly the members of any culture other than our own. At best they seem to us quaint; at worst, dangerous. Never do they seem to us just plain human.

All of us today are having to go into training, so to speak, for citizenship in a new world. We are having to make our minds flexible where they have been rigid, creative where they have been passive, sensitive where they have been calloused. And a basic exercise for such a renewal of ourselves consists in the practice of being surprised at the familiar.



WHAT'S HAPPENING IN Education?

- Should parents be called in to help discipline their children at school? If so, should they stick to their guns on the philosophy they use at home or switch to the side of law and order as observed in the school?

A NICE question, although it leaves one wondering whether the home is without law and order. In my home we had this rule when I was growing up: Discipline at school was doubled at home. If I got a tanning from the teacher, I knew there would be another tanning waiting for me at home. That twofold threat made me doubly careful.

Children seem to know instinctively the Hitlerian trick of divide and conquer. If they can crack the ranks at any point, they quickly seize upon their victory to crumble other controls. For the sake of the child, therefore, the school and the home must stick to their guns—and they must be the same guns—on issues of discipline.

In my judgment it is better for the parent to support the school on a disciplinary measure than to undermine the school's authority by siding with the child. If he questions the action, let him take up the case confidentially first with the teacher and then, if necessary, with some higher school official.

- Why isn't sex education brought into the school curriculum and taught by a qualified teacher?

LARGELY because of parents' opposition. You may be sure that most teachers know the need for it; they also know how to teach it. But parents are their real employers, and many parents still have qualms about sex instruction.

One good way to get sex education introduced in the schools is not to call it that. Far better to teach it as a unit in the hygiene classes. The term *social hygiene* has come into use to describe such a unit. For example, a high school hygiene course that my daughter took included social

hygiene, physiology, and applied psychology. It helped her to understand herself, her friends, and even her family. Indeed, it was one of the most valuable of all her high school courses.

For those who want to look into this subject there are five social hygiene reading lists to be had from the U. S. Office of Education, Washington 25, D. C.: *Books and Pamphlets for Small and Preadolescent Children*, *Methods and Materials in Schools*, *Books for Teen-age Youth*, *Sources of Free and Inexpensive Material for Children and Youth*, and *Methods and Materials for Parents*.

- What can we do to raise teachers' salaries sufficiently to keep our good teachers and attract persons of high caliber and desirable personality into the teaching field?

THIS is the number one question practically everywhere in the United States today. The simplest answer is this: Match the wages of your skilled industrial workers. This can be done by raising teachers' salaries from six hundred to a thousand dollars a year. And it means starting qualified teachers at about twenty-five hundred dollars.

Many pet theories about teachers and their income are going by the board in the present crisis. There's the theory that teachers, like ministers, so love their work that they will teach for subsistence pay. That is certainly outmoded. Then there is the theory that teaching is nice, genteel work that will attract plenty of women, regardless of the salary. Yet at the present time plenty of women find office work just as genteel and far more remunerative.

There are, on the other side, teachers who think

THIS department, which made its first appearance two years ago, again brings to the parents of America's children an up-to-the-minute account of current educational trends and the future practices toward which they lead. Our readers are cordially invited to send their queries to "What's Happening in Education?" in care of the *National Parent-Teacher*.

their incomes should equal those of such professional persons as doctors and lawyers. Be that as it may, long-time trends reveal that people pay their teachers what they pay highly skilled industrial workers. At the moment teachers' salaries have fallen far below that standard.

The next question is this: Where will you find the money? In the local property tax? That is not likely. Can you get it from the state legislature? Some states could raise the money; others could not.

The more you cast about for sources of revenue, the more likely you will be to come out at the same place that Senator Robert A. Taft did. For years he opposed Federal aid for education, but as a member of Congress he had to listen to facts presented to the Congress. And after hearing them he became converted. He joined in sponsoring a bipartisan Federal aid bill that will be re-introduced next January. The bill does not yet provide enough funds to raise teachers' salaries high enough to attract new recruits into the profession. But it does adopt the principle that Federal, state, and local resources must be combined to meet the growing crisis in education.

- Are children today getting as much out of the social studies as they used to out of history and geography?

THAT is like asking whether John and Mary enjoy life as much as they did before they married. John and Mary each enjoyed the advantages of independence, but marriage holds much more for them.

Actually neither history nor geography, as they were taught in the old days, recognized the facts of modern life. History spent so much time on political events and wars that it tended to overlook the social and economic reasons for those events. Geography is defined by Webster as "the science of the earth and its life." That's quite a charter for one school subject!

Education invented the term *social studies* to emancipate history and geography from their devoted protagonists. The new curriculum banner permits school administrators to select and relate—for their pupils—social, economic, historical, and geographic facts far more important than the date of a certain battle or the boundaries of the state of Wyoming.

Of course, the child misses certain items that his father and mother proudly remember. On the other hand, he gains insights that might have helped his parents avoid a couple of world wars and a brace of depressions.

- Should the seventh and eighth grades be considered part of the elementary school, or is a separate junior high school unit more desirable?

BOTH educational opinion and educational experience support the plan for a separate junior high school. Our old eight-four plan (eight years elementary school, four years high school) came about by accident. It is a holdover from the days when eight years' schooling was thought to be enough for most people.

When larger numbers of children began going to high school, we found that the abrupt shift from the close teacher-pupil relations of the grades to the varied high school schedule proved a serious stumbling block. Thousands of youngsters, ill adjusted, dropped out in the ninth grade. So school systems began to introduce the junior high school to make it easier for a child to move from the lower grades into high school.

Today we think of the elementary grades as schools in which children learn the fundamental skills. We think of junior high school as a place where they begin discovering the wider world around them, and we think of high school as a place where they have the advantage of specialized instruction adapted to their capabilities.

- I think sixteen years is too young an age limit for school children. Wouldn't it be better to keep boys and girls in school until they are seventeen or eighteen?

WHETHER it is better or not, we seem to be moving toward seventeen or eighteen or even a higher age as the normal time for leaving school. A question similar to yours was tossed out at a recent conference panel attended by a prominent labor leader. "You keep them in school until they are nineteen or twenty," he declared. "We don't want them. They take work away from registered union members."

Logically a youngster should stay in school only as long as he can profit by the experience. In some cases this might mean that he should leave at fifteen or even fourteen. In others, education would be a lifetime proposition.

As you say, most states stipulate sixteen as the minimum school-leaving age, and I believe this is a desirable minimum until we overhaul our high school curriculums and make high school seem worth while to the 60 per cent of our students who are not well served today. You may be interested to know that our U.S. Commissioner of Education, John W. Studebaker, has launched a national inquiry into this problem.

—WILLIAM D. BOUTWELL



Books Are Bridges

MAY LAMBERTON
BECKER

EVERY year Children's Book Week has a slogan for itself—a combination of program and rallying cry, an intimation of something we should do this year and a shout of encouragement toward doing it. To get all this into the short space of three words is quite a feat, but it has been done before and it has been done again this year. For the 1946 Children's Book Week, November 10-16, the slogan is "Books Are Bridges."

Whenever I hear it I am stirred. What is a bridge? Something greatly needed by civilization to take us across some difficulty—a chasm, a river—that would otherwise keep us from going where we want to go. Where do we want to go this year? Toward a new world that each of us can help to build among the ashes of ruin; toward a tomorrow when, God willing, we can believe in that "land of the righteous" on which the old fellow in Gorki's *Night Refuge* pinned his hopes.

If you have read the story, you will remember that in all the hardships of Siberia that old chap never quite lost courage because he said to himself he could always pack up, if things grew too bad, and go to the land of the righteous. "What is that?" people asked, and he told them it was a land where men were free and used their freedom wisely.

It sounds such an easy program to carry out, doesn't it? Why shouldn't my village or your city be just like that, a miniature land of the righteous? Yet when a famous map-maker came along and said that this land was on none of his maps, the old fellow just couldn't go on living. Yes, toward that land on earth, lying somewhere ahead, our dreams and deep hopes have turned

for centuries. We must have bridges to that land. And books are bridges that lead us from what we don't know to what we want to know, what we need to know if we are to lead the good life.

"To Take Us Lands Away"

EVEN children's books? Yes, especially children's books. They can transport even the child of picture-book age into other countries, into the mysterious past of this planet, and up above the world so high, among the planets and the stars he sees twinkling. Books can take the "middle-aged child," as we call him here in my office—the boy or girl around ten—across barriers of misunderstanding that divide him from other boys and girls, here at home or far away. And as for the teens, the bridge of books bears them toward the great world of their own future, and toward the future of our great world.

You parents will soon be buying books for Christmas. Think of them as bridges, and you will see how important an item they are in your domestic budget. There are this year a great many new ones for children—perhaps not so many, by gross statistics, as there were in the

HAVE you ever thought of books as bridges that lead children from what they don't know to what they want and need to know if they are to lead the good life? In this timely and satisfying article, which marks this year's observance of Children's Book Week, books are shown to be just that. Parents and teachers will find here a report on the newest and best books by one who is truly well informed.

boom years before the war, but the number of good books, worth somebody's buying for his child, is unusually large.

To give you a view of this field, I could of course crowd these pages with as many titles and staccato descriptions as they would hold. But frankly, such a crowded collection of names makes tedious reading; it even wears down the enthusiasm of the writer. So let me choose relatively few books, not because they are absolutely the best but because they are among the best examples of their kind. Then you can see which kinds you are interested in, for this age or that, and keep them in mind when the bookshops begin their November blossoming.

Progressing by ages, we start with picture books, and here we have this year about as varied a set of subjects as ever I saw. There's *The Little Island* by the same writer and artist, Golden MacDonald and Leonard Weisgard, who last year made the lovely *Little Lost Lamb*. This time they show in rich colors the flowers and birds of a tiny little island just being itself in the midst of the great sea.

Does your little girl want to see what a real office is, like the one where Daddy works? The charm of Roger Duvoisin's pictures, in Robert Misch's *At Daddy's Office*, is that you see the everyday things there—things that perhaps the office staff finds dull—all shining with wonder. In every picture there is the little girl herself on a visit to the office, looking at everything with great eyes full of happiness and making the secretary and office boy proud to show off the place.

Stories with Pictures

YOU know what Edgar and Ingri d'Aulaire did for Lincoln and for Washington in their lovely picture biographies for children? See what they have done this year for *Pocahontas*. Does your child love little cats? Find them in the enchanting *Kittens' A. B. C.* of that expert in kitten portraiture, Clare Newberry. Does he like fun in his picture stories, more fun and better drawing than in the comics? Look over *Ollie the Ostrich* by Ruth White, with Avery Johnson's drawings; or *Tobias*, written and illustrated by Barbara Briggs, about a brash little tiger.

Of all the new Christmas picture books for little children the one I love best, because it

reminds me of my childhood and that of my own child, is a Christmas pageant that could be put on in any Sunday school by an intelligent infant class. A *Little Child* has pictures by Elizabeth Orton Jones and a text arranged by Jessie Orton Jones straight from the Bible, not only the Gospels but the Prophecies. In the first picture you see the audience waiting for the curtain to rise; then the tiny child characters come on, while somebody behind the scenes recites the story they are acting. When the curtain call for the angels comes, they all crowd to the footlights and you see that they are blond, brunette, and



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chocolate-colored, all praising God together.

If I were you I should look over *A Little Book of Singing Graces* arranged by Jeannette Perkins Brown, beautifully illustrated in color by Lloyd Dotterer, and a dear little story by Val Teal called *Angel Child*, with pictures showing how a little pink angel loses his balance, falls out of Heaven, and lands laughing in a tree. Two little children who want a new baby rescue him, button him—wings and all—inside of a pair of rompers, and generally have a heavenly time until, late that afternoon, he flies out of the swing into the blue. But when Mother has a baby next fall they guess who it is; even the nurse calls it an angel child!

For the youngster to whom stories begin to be as important as the pictures that go with them, try *The Discontented Village* by Rose Dobbs. It sounds like an old folk tale, but I shouldn't wonder if the author hadn't improved on the original—it's so good. Or *Mr. Plum and the Little Green Tree*, about a city park, by Helen Earl Gilbert. Or *Penny and Peter*, a real-life story of little boys by Carolyn Haywood.

Twelve O'Clock Whistle by Jerrold Beim and Ernest Crichlow tells how a six-year-old who

thinks his father makes automobiles all by himself is taken through the motor factory works and learns something good to know. *The Story of Your Coat* by Clara Hollos begins on the Australian sheep ranches and before it closes assembles all the many people who have helped to get that garment from the Antipodes to your clothes hanger. *Miss Hickory* is a New England fairy story by Carolyn Bailey, with lovely pictures by Ruth Gannett, and *The Little Carousel* by Marcia Brown is about one of those side-street merry-go-rounds on a wagon.

Books for Fun and Fascination

THERE aren't as many "trick books" as usual this year, thank goodness, but those we have are more beautiful than tricky. For instance, the brilliant *What's in the Trunk?* by Irena Lorentowicz, in which a globe-circling aviator brings home to his children a dress from each country—a good way to increase their international acquaintance. As the pages turn, the colored dresses fit his own children. In *Catch the Dogs* Dorothy King lets several dogs out of their cages in a pet shop, and when you come to the firehouse there they are—real cardboard toys you are to put back into their proper homes.

The practical *Doll House* is one of a new series of gay little Rainbow Playbooks, half of which makes, with almost no effort and without injuring the book, a house of several rooms large enough for actual use, and the other half provides furniture. I may add, though I should perhaps be too modest to do so, that I edited a perfectly grand series of Rainbow Classics for older children for the same publishers, and had a fine time doing it, wondering who'd get the million copies that have been printed!

Now let's run through the eight-to-twelve books. Be sure to read *The Avion My Uncle Flew* by Cyrus Fisher, illustrated by Richard Floethe, which stands by itself as an adventure story with a special new twist; *The Monkey with a Notion*, a funny pet-shop fantasy by Glenn O. Blough; and *Marta the Doll*, a Polish tale of uncommon beauty by Eloise Lounsbery.

I scarcely know where to place one of the handsomest books of the year, *The Big Tree*, a life story of the sequoias with lithographs by Conrad and Mary Buff. The text will please anyone in the family and the pictures too. So will pictures and music in the handsome *Sing for Praise*, a collection arranged, words and music, by Opal Wheeler, with colored pictures by one of childhood's favorite artists, Marjorie Torrey.

A book not like any other on this list is *Adventure Begins at Home*, the story by Margaret Fris-

key, the full-page color pictures being reproductions of paintings by children in the Chicago Public Schools. And for that matter, though *The Golden Encyclopedia*, that massive big brother of the Little Golden Books, is meant for small readers, you can't convince me that older members of the family won't go through it before Christmas morning; its many color pictures make one so interested in what it has to say.

Now a quick run through what the teens have in store—and how much there is! John Tunis returns with another of his baseball stories, *The Kid Comes Back*. One of the best Indian warfare tales I've read, *Madeleine Takes Command* by Ethel C. Brill, tells the true story of how a fourteen-year-old girl, with two younger brothers and one old man, holds the Iroquois at bay in a tiny stockade. Then there's a good book for girls who think acting is easy, *Carol on Tour* by Helen Dore Boylston, and a new version of Margaret Landon's *Anna and the King of Siam* arranged for young people.

Ask me about any new book of which you have heard and want to know more, and this magazine will forward your letter. All these books I have mentioned are bridges that take you somewhere.

Bridges Built by Children

AND now, to conclude, let me tell you of some fascinating books that have not been published, or even printed yet, though some of them will be. They are *Scrapbooks of Daily Life* sponsored by Books Across the Sea and made by school children of America and England to be exchanged with their "opposite numbers" in the other country. Each scrapbook shows what one's own school is like, how it works and plays, where its pupils come from, what the city is like—in short, anything and everything that will make a school child of one land feel a friend of the school children in another. This exchange of daily-life scrapbooks has gone on all through the war and will be continued into other countries as well as England.

This year for the first time a prize was offered by the Roy Publishing Company for those judged best. The American scrapbooks, which were really wonderful, have been shown at the Royal Academy of Arts in London. The British ones were exhibited here at the Metropolitan Museum of Art.

If you want to know more about this beautiful scheme, now so well developed that it forms a firm bridge of understanding, and would like perhaps to make a school scrapbook in exchange for one from England, write to Miss Charlotte Seymour Day, Books Across the Sea, 25 West Forty-fifth Street, New York.



Children and the Movies: Ohio's Solution



Above. Wide-eyed and utterly absorbed, a group of youngsters watch the picture *Under the Big Top* at Lakewood's first P.T.A.-sponsored children's movie program.

Left. Children are directed to their seats by Mrs. J. J. McCarthy, a member of the Lakewood Better Films for Children Committee.

IN Lakewood, Ohio, one rainy day last spring a long line of eager youngsters formed outside a movie theater. Automobiles drew up before the entrance in a continuous train, unloading their cargoes of children. When at last the doors were opened, the seating capacity of one thousand five hundred was filled in minutes.

Thus began the first in a series of P.T.A.-sponsored movie programs planned by the Lakewood Better Films for Children Committee. This highly successful project was launched by the Madison Parent-Teacher Association of Lakewood as one answer to the question "What can communities do to obtain more good films for children?"

Standing at the rear of the theater with expressions of pleased expectancy was a group of P.T.A. members whose job was to oversee the children in a tactful way. There, too, were superintendent of schools Paul A. Rehms; theater manager Fred Holzworth; P.T.A. council officers; Alma Johnson, principal of Madison School; parochial chairman Mrs. J. J. McCarthy; and Omar Ranney, film editor of the *Cleveland Press*.

Until the lights were dimmed, the theater was

noisy. (Superintendent Rehms called it "childish exuberance.") With the announcement of the first feature, a resounding cheer of delight went up. But immediately there was complete silence, as the children gave all their attention to the action on the screen. During the program only twenty-five youngsters out of the fifteen hundred were restless enough to leave their seats.

Neither the attendance nor the interest of the youthful movie fans has waned with subsequent programs, which have been given regularly twice a month except during July and August. Each lasts two hours, from ten o'clock to noon on Saturday mornings. Each includes a main feature, selected from a list submitted to the theater manager by the planning committee; a travelogue; and several cartoons. Moreover, Manager Holzworth set the admission as low as possible—twenty-five cents—so that no child need be excluded for reasons of economy.

But the children are not the only enthusiasts. From the very beginning the project has won

the hearty approval of parents, educators, the press, theater managers, and others affiliated with the film industry. A future objective is the establishment of planned Friday night programs for junior and senior high school students.

The planning committee itself, though it has been kept small to ensure efficiency, is representative of home, school, and community interests. It consists of Superintendent Rehmus; Manager Holzworth; Editor Ranney; Mrs. H. D. Abernethy, president of the Lakewood Council of Parent-Teacher Associations; a parochial school chairman; a past president of the council; the council motion picture chairman; the juvenile betterment chairman; the principal of Madison School; and the writer, who is chairman of the committee.

Children are notified of each program through

their schools. Immediately after the first planning meeting, Superintendent Rehmus sent an explanatory letter to the principal of every elementary and junior high school in Lakewood, with instructions to furnish a mimeographed announcement for each student to take home.

Plans are now being made to extend this project to other sections of Greater Cleveland and its outlying communities. Indeed, its fame has spread, perhaps because thoughtful parents and teachers realize the need to give our children wholesome, worth-while entertainment. The Lakewood Better Films for Children Committee feels that movements like this, carried on in a large number of communities, will stimulate Hollywood film companies to produce better feature pictures for young America.

—ETHEL V. BREWER

A Community on Skates

HALLOWEEN is often the time when grownups become aware of juvenile behavior that may, if unchecked, develop into waywardness and delinquency. Last Halloween the members of the Longfellow Parent-Teacher Association of Butte, Montana, decided to commemorate this holiday, beloved of youthful pranksters, in a very practical way. What could they do, what action could they take to keep children off the streets, not just on this one witch-haunted night but for many days and nights to come?

Under the able direction of Mrs. Allen Anderson, president, they exchanged ideas, discussed them, and eventually decided on a skating rink.

For Montana winters are always long and cold!

Accordingly the Longfellow P.T.A. proceeded to buy, outright, eight city lots near the school. Then they went to call on the mayor and city officials and came away with the gift of a fine wooden building forty feet long—one that had been used by the WPA and later abandoned. This was moved onto the newly purchased land.

Then the hundred and two P.T.A. members rolled up their sleeves. While the women kept busy with all manner of details, the men members made the building snug against wintry weather, installed a stove, built racks for storing shoes and skates, and wired the roof for two floodlights to



Montana's mountains look down on an enthusiastic band of skaters at the Longfellow community rink.

illumine the rink at night. The rink surface—150 by 600 feet—was regularly flooded by a city crew, and whenever the order went out "No skating while the ice is freezing," children saw to it that all uninformed persons kept away.

Meanwhile Mrs. Andreson and her fellow workers were making plans to cover the cost of their expenditures—plans including several neighborhood parties and a turkey bazaar. Many cash donations were received from people in the community who were eager to help.

Public relations work was important, too. Handbills were sent out to all community residents who did not belong to the P.T.A., informing them about the skating rink project and inviting them to meetings where it would be discussed. No stone was left unturned in the effort to make the entire district aware that the P.T.A. was doing something for the children—and doing it because children's welfare is the first concern of all parent-teacher members.

As a result, many adults were seen on the rink throughout the winter. Parents skated with their children, and whole families had fun together. A very wholesome atmosphere prevailed, and it has been said the project did as much for the parents as for the young people! Certainly all seemed to take pride in this new community asset. The property was theirs, and it belonged to their district.

Longfellow's present goal is the expansion of the project into a real community center that can be used by all youth organizations and other groups. But this will take more thought, more co-ordinated effort, more time. So in the immediate future, plans are under way for building a much needed addition to the skating rink—a large fireplace for wiener roasts.

—BESS REED

Pennsylvania Trains Its Leaders

NO organization can long survive without a self-renewing, almost inexhaustible source of trained, intelligent, resourceful leadership. In Pennsylvania the reserve of informed leaders and advisers was thoroughly depleted during the war period. In order that the parent-teacher organization might continue its education and welfare program without danger of further interruption, the Pennsylvania Congress determined to tackle the problem of training prospective leaders from the ranks of both parents and teachers.

The first step in such a program was the re-establishment of a leadership training school for the purpose of informing district, council, and local presidents and chairmen of the Objects, procedures, and policies of the parent-teacher organi-

zation. Because the teacher training institution is the logical place for education in parent-teacher work, it was decided to ask the State Department of Public Instruction for permission to hold the sessions in one of the fourteen state teachers' colleges. This permission was readily granted, and Lock Haven College, located close to the geographical center of the state, was chosen as the most convenient and most easily accessible spot.

The enrollment in this one-week leadership training school included representatives from all seven districts of the state congress and from local, council, and district ranks. The faculty was made up of state officers, members of the state board of managers who were specialists in their particular fields, and members of the Lock Haven faculty. Courses included the history, organization, policies, and procedures of the state and national congresses; local and council procedures; program planning; membership techniques; high school and rural service; parliamentary procedures; and public relations. It was indeed a week of intensive work and study.

IF the interest and enthusiastic comment of the parent-teacher workers are any indication, Pennsylvania will be assured of an ever increasing attendance at this annual training session and, consequently, of an ever increasing reserve of fine leadership for many years to come.

But this was only one phase of Pennsylvania's training program. The second phase affects the teachers directly. And here once more the congress is starting with the state teachers' colleges. To each of these fourteen institutions and to those liberal arts colleges that have teacher training departments, packets containing parent-teacher information and publications are being forwarded. The fact that these will be used has been previously ascertained by contact with interested professors and deans of education.

District and state leaders will, upon request, visit these institutions to keep students and faculty informed about parent-teacher work in general, special parent-teacher projects, and parent-teacher efforts in the field of education. Moreover, the Pennsylvania Congress is also offering small annual scholarships to worthy students in each of the fourteen teachers' colleges.

This is the twofold leadership training project of the Pennsylvania Congress—training for parents and for teachers already active in the profession, and an information service for prospective teachers now enrolled in teacher training classes. By this means the congress hopes to carry its program of child welfare and education into every home, school, and community of the commonwealth.

—HELEN B. NICELY

SEARCHLIGHTS AND COMPASS POINTS

LAYING FIRM FOUNDATIONS

For America, Education Foremost

AGNES SAMUELSON

National Chairman, Committee on School Education

WE cannot remind ourselves too often that today's children will be the color-bearers of humanity tomorrow. How well equipped will they be to carry out the missions of the new day? The answer lies in the kind of homes, schools, and communities in which they grow up and learn the practice of democratic citizenship. Here, too, they must learn the art of democratic leadership, for we know full well that the hope of the future world depends on the quality of its leaders.

These statements are not mere generalities; they are bases for specific action in every area affecting children and the security of their world. In the language of the schools, these statements are work sheets for every local P.T.A.

As we survey them, we realize once again that our schools today are faced with many new obligations if they are to meet both present needs and long-time goals. The findings committee of the National Congress of Parents and Teachers has isolated the most acute of these impelling tasks in its 1946 report:

1. Adequate salaries for public school teachers.
2. Maintenance of high professional standards.
3. Reorganization of small public school districts into larger administrative units.
4. Adequate financing of all schools.
5. Improvement of educational standards through the granting of Federal aid to school systems.
6. Evaluation and revision of curriculums and teaching methods, with participation by parents.

The First Imperative—Federal Funds

FOR countless Americans this is not a land of opportunity. Three million men and women in these United States have had so little schooling that they are virtually illiterate. Nearly two million children between the ages of six and fifteen were not in any school in 1940. Millions of young people drop out of school before they have gained sufficient preparation to meet the demands of

everyday living, let alone those of democratic citizenship.

Incredible but true, educational advantages open to some children are sixty times as great as they are to others. Not because certain states or certain communities have no interest in providing these advantages, but because they simply can't afford them!

Can there be any possible solution to this alarming problem other than Federal aid, Federal appropriations to remove inequalities and bring good schools within the reach of all? Remember, the public schools are a *national* institution. For this reason alone the Federal government should share the responsibility for maintaining and improving them. But such assistance should be given solely on the basis of need, and the expenditure of funds should be controlled at the local level. For further information, consult the now famous Norton-Lawler report, *Unfinished Business in Education*, available for one dollar from the American Council on Education, Washington 6, D. C.

Still another grave condition today jeopardizes our children's right to good instruction. During the war period nearly one third of the trained teachers who had been in the schools before 1941 left the profession. Thousands of them have not

TWENTY-SIX thousand local parent-teacher associations will be working as one, this year, to lay the firm foundations of a bright, imperishable world for all children. Before them is a builder's blueprint—the findings of the 1946 convention of the National Congress of Parents and Teachers. Each month this broad design will be interpreted by leaders of the organization highly qualified to suggest a plan of action for future progress.

returned and will never return. Their places have been taken by inexperienced and often untrained substitutes. Moreover, enrollments in teacher education courses and teacher training colleges, having fallen to half their prewar size in the war years, are still one third below normal.

Prestige for a Worthy Calling

THE problem of the teacher shortage may be approached in several ways. Parent-teacher groups have already adopted many effective courses of action. They have conducted teacher-recruitment campaigns. They have set aside funds for scholarships to high school graduates who wish to become teachers. They have worked in their communities to elevate the teaching profession in the eyes of the general public. And this worthy endeavor should be multiplied a hundred fold, until all Americans fully realize that teaching must be made more attractive to young people—attractive as a life career rather than a steppingstone to something better. Teaching should be a profession, not a procession!

We must do even more. Teachers' salaries must be raised *now* to keep up with increased living costs and genuinely to reflect the quality of service rendered by the schools to the public. Then we need to investigate working conditions in our schools. Teachers often are forced to seek other jobs because of the excessive loads imposed upon them and the resulting strain and fatigue. And here, again, of course, the answer is more funds—state appropriations and Federal funds to stabilize the entire teaching field.

P.T.A.'s Stand Ready

NEW curriculums and new teaching methods are two great indispensables in present-day education. And in the process of evaluating and reconverting our school programs, the intelligent participation of parents can be most helpful. Parent-teacher members, therefore, would do well to acquire some competence—to learn what is being taught in their schools, how, and by whom. Only thus can they fully realize what a good program is and help to put it into effect. Competence in this sense does not mean technical expertness; rather, it implies understanding, skill in interpretation, and clearheaded evaluation.

There is a place for parent-teacher effort, too, in states where legislation is being proposed in order to reorganize small districts into larger administrative units—another move in the direction of greater efficiency. Rural P.T.A.'s take note of this important trend.

Over and above all else, however, in any cam-

paign to win public support for the schools, parent-teacher members should shout from the housetops this one salient fact: Education is an investment that yields dividends, economic as well as social. Education pays; ignorance makes waste. It costs about a hundred dollars a year to keep a child in public school. It costs five hundred dollars—five times as much—to keep him in a home for juvenile delinquents.

Authorities estimate that to restore the quality of educational services and to take merely the first essential steps toward expanding these services, at least \$1,600,000,000 is needed immediately. These funds should be spent to raise salaries, procure additional teachers, purchase instructional materials, provide for increased attendance, furnish new services to the community at large, and develop expanded programs in all areas. Yet even this estimate does not include funds needed to repair buildings, replace equipment, and construct new facilities.

The topics enumerated in the 1946 findings and amplified in the above paragraphs will supply excellent material not only for parent-teacher programs but for many types of community meetings. They will be found appropriate for forums, articles, broadcasts, study groups, committee activities, and exhibits. There is no shortage today in the field of educational projects!

Nor is there a shortage of information on the current crisis. School education chairmen and other parent-teacher leaders will find the help they need in several P.T.A. publications—this magazine, the *National Congress Bulletin*, and the "School Education" section of the *Parent-Teacher Manual*. A pamphlet issued jointly by the National Congress and the National Education Association, *Looking Toward Tomorrow's Education*, is a useful guide for meetings and for many types of parent-teacher programs.

American Education Week—1946

ALTHOUGH school improvement is a continuous public responsibility, American Education Week offers tailor-made opportunities to spotlight vital problems and suggest solutions. As one of the four sponsors of this annual observance, the National Congress helped to select the theme of the 1946 American Education Week, "Education for the Atomic Age," as well as the daily topics.

Parent-teacher units throughout the country may well utilize these seven days, November 10 through November 16, to engender community interest in the kind of education that will enable our children and youth to face and answer the crucial questions of the atomic age.

EXPLORING THE *Preschool* PERIOD

STUDY COURSE DIRECTED BY ETHEL KAWIN

About Our Study Course Article

THIS month's study course article deals with one of the most pleasant topics in the field of parent education. Everyone loves toys. If you doubt it, observe the women who stop before the store window that displays a new kind of doll, or the men who linger longingly in the toy department to watch the electric trains!

Not only are toys a source of gayety and happiness to children; they are also, *if wisely selected*, great aids to child development. We are bringing you Christine Heinig's article early enough so that you and your study group may carefully consider this important matter before doing your Christmas shopping.

Suggestions for Programs

I. A good idea for your study group program on children's toys is to hold it in a nursery school or kindergarten—if there is one well equipped with good toys. Then the children's play materials can be displayed and demonstrated at the meeting. Perhaps the teacher will open the program for you with a short talk on the importance of toys in child development.

Members of the group should prepare for the meeting by reading some of the references in the next column, so that they can participate in a lively, general discussion of play materials and how to select them for an individual child.

II. Another type of meeting may be planned as a demonstration of good toys, accompanied by an exhibit. In such an undertaking it is often helpful to enlist the cooperation of several organizations, such as the local branch of the National Association for Nursery Education or the Association for Childhood Education. Such joint effort will enable you to arouse the interest of all parents of young children in the community. In planning the exhibit, consult *The Wise Choice of Toys*, listed below,

A radio script based on this article will be available on December 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



THE study course outline on this page is for the use of—

- Preschool study groups
- Preschool sections of P.T.A.'s
- Individuals who want to test their own knowledge

Based on the article "What Toys Are Best?" See page 7.

which contains classifications of various types of toys.

Special programs should be arranged in connection with the exhibit. With the aid of the reading references on this page, study group members can plan a stimulating panel discussion.

III. If neither of the above programs seems feasible, the group members themselves can put on a symposium, a question-and-answer session, or a reading-and-report program, using the following pertinent points. (See *Study Group Techniques* for descriptions of such programs.)

Pertinent Points for Discussion

1. The best toys are safe and durable and are adapted to the growth needs of the child who plays with them. They are play materials with which he can do something and which help him to learn while he uses them. They should also afford him plenty of variety in his play.

What do we mean when we say that every child needs a well-balanced diet of toys? Make a list of the important ways in which toys help a child's development. Give an illustration or two for each.

2. A youngster's chronological age is a good general guide to the wise choice of playthings. However, we must likewise consider the interests and needs of the child who is to use them.

Try observing some particular child at play on several occasions. Then watch one or two other children of the same age. List the play materials that you think should be provided for each of these children. If the lists differ (as they will), explain why.

3. Young children spend most of their waking hours at play. What they play depends largely on what they have to play with. Their toys call into action both muscles and minds, affecting both mental and physical growth.

Use the last paragraph of Miss Heinig's article to check on your own child's supply of toys. Then make a list of things you would like to buy him for Christmas.

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A stimulating discussion of play and its significance.

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A study of toys from historical, sociological, and educational points of view. Helpful in preparing exhibits of toys.

Garrison, Charlotte G., and Sheehy, Emma Dickson. *At Home with Children*. New York: Holt, 1943.

Gives parents suggestions about places for children to play and things to play with.

Kawin, Ethel. *The Wise Choice of Toys*. Revised edition. Chicago: University of Chicago Press, 1938.

Describes the play materials that aid the child's well-rounded development from infancy to adolescence.

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Motion Picture PREVIEWS



CHILDREN have loved the motion picture from its beginnings. In the days of the silent screen they could read into the pantomime what they pleased, according to their own understanding of adult life. The sound film introduced not only a wider variety of subject matter but conversation well beyond their range of thought. Thereupon the problem of the influence of the motion picture upon the child's mind became more complicated—and the selection of good motion pictures more important.

WHAT, then, are the standards by which we may judge the worth of motion pictures for children? If you are a parent, ask yourself these questions about a given picture: Are its characters the kind of people you would like your child to know? Are their problems within the child's area of experience? Is the artistic quality of the film on a plane of excellence? Does the picture arouse constructive curiosity and intelligent interest? If it is designed purely to amuse, does it result in clean and joyous laughter? If it is a drama of reality, truth must be its main measure, but if it is farce whose only aim is humor, truth may be merely incidental.

However, wholesomeness, though essential, is not enough. Children must *enjoy* what they see. Children like laughter, adventure, movement. They do not care for love interest or complicated plots. Many of them are excellent critics who appreciate a well-told story, fine photography, natural acting, and reality in settings and costumes. They like originality. They love fantasy that gives wings to their fertile imaginations.

THESE are some of the standards by which the films reviewed each month in the *National Parent-Teacher* are classified and judged. You will note that there are no evaluations for children under eight. The groups who compile these reviews believe that many forms of entertainment are more suitable for the very young than is the motion picture, however good it may be.

In selecting films for children over twelve, we need of course to consider the individual child. Some children are more mature at twelve than others are at fourteen. Moreover, many a picture not suitable for a Junior Matinée audience offers stimulating food for discussion if children see it accompanied by their parents or other adults.

To those who contend that there are few films suitable for children, the "Motion Picture Previews" has a challenging answer: Of the ninety-seven pictures reviewed from January 1 to June 30, 1946, twenty-one were appropriate for children over eight (Junior Matinée) and thirty-seven were suitable for the family. This makes a total of fifty-eight pictures, or approximately ten a month, from which children's film fare may be selected.

—RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES,
MOTION PICTURE CHAIRMAN OF THE CALIFORNIA
CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON
PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Gallant Bess—Metro-Goldwyn-Mayer. Direction, Andrew Marton. Another tale of a boy's devotion to his horse is brought to the screen with charm and sensitivity. Without losing continuity it presents authentic activities of the Seabees at war and the rustic beauty of a California mountain ranch. The all-male cast gives a creditable portrayal of a group of rugged men who are self-conscious and almost shy in their understanding of the boy's problems. Although the story is highly emotional at times, it relies for the most part on the commonplace happenings of everyday life. Cast: Marshall Thompson, George Tobias, Clem Bevans, Donald Curtis.

Adults	14-18	8-14
Entertaining	Good	Good

Gallant Journey—Columbia. Direction, William A. Wellman. This interesting story of John Montgomery's work in the early development of gliders and airplanes combines entertainment with education in a manner that appeals to all ages. Set in San Diego in 1879, it has a subdued musical background, good acting, interesting period costumes, and authentic settings. Cast: Janet Blair, Charlie Ruggles, Glenn Ford, Henry Travers.

Adults	14-18	8-14
Good	Good	Good

The Jolson Story—Columbia. Direction, Alfred E. Green. A colorful account of Al Jolson's life that will endear this great entertainer even more to the hearts of America's theater-going public. Elaborately set and costumed, this biographical film depends mainly on its nostalgic music to awaken sentimental memories. The enthusiasm of Al Jolson is inspiring, and the sincere presentation of his early life as a child in a Jewish home is both interesting and appealing. Cast: Larry Parks, Evelyn Keyes, William Demarest, Bill Goodwin.

Adults	14-18	8-14
Excellent	Excellent	Excellent

Margie—20th Century-Fox. Direction, Henry King. This joyous, romantic comedy is excellent for all ages. Told in flashback style, the story becomes so real that one wishes to know more about the intervening events and regrets losing trace of some of the important early characters. The introduction is charming and the ending clever and humorous. In fact, the entire picture is fine entertainment. Cast: Jeanne Crain, Alan Young, Glenn Langan, Lynn Bari.

Adults	14-18	8-14
Delightful	Entertaining	Good

Three Little Girls in Blue—20th Century-Fox. Direction, Bruce Humberstone. The oft-told story of the poor girl who sets her cap for a millionaire is the theme of this capably directed Technicolor musical. All members of the cast play their roles well, particularly Celeste Holm, who brings to the screen the delightful brand of comedy which she gave to the stage production of *Oklahoma*. The plush grandeur of Atlantic City at the turn of the century makes a colorful background for the songs and dances. A fox hunt, complete in detail, is the outstanding episode of the film. Cast: June Haver, George Montgomery, Vivian Blaine, Vera-Ellen, Celeste Holm.

Adults	14-18	8-14
Good	Good	Good

FAMILY

(Suitable for children if accompanied by adults)

The Bachelor's Daughters—Stone-United Artists. Direction, Andrew Stone. A comedy of manners, showing the different ways in which each of five beautiful and eligible ladies acquires a man. The comedy arises from the various situations in which these women deliberately place themselves. The competent cast ably handles the comic and melodramatic scenes. A unique feature of the picture is that the musical accompaniment is performed, for the most part, by one of the characters. Cast: Gail Russell, Claire Trevor, Ann Dvorak, Adolphe Menjou, Billie Burke.

Adults	14-18	8-14
Entertaining	Entertaining	Possibly

G.I. War Brides—Republic. Direction, George Blair. An entertaining social drama with a theme much in the public mind at present—the foreign brides of men who served overseas. The story tells of their voyage from England to New York and their journey across country by train. The musical background is good, and the story plausible and well told, with a happy ending. Cast: Anna Lee, James Ellison, Harry Davenport, William Henry.

Adults	14-18	8-14
Entertaining	Entertaining	Mature

Joe Always Loved You—Republic. Direction, Frank Borzage. This film is beautifully photographed in color. Its story is scarcely credible, but the exquisite incidental music will appeal to music lovers. Cast: Philip Dorn, Catherine McLeod, William Carter, Maria Ouspenskaya.

Adults	14-18	8-14
Entertaining	Entertaining	If interested

Thrill of Brazil—Columbia. Direction, S. Sylvan Simon. A musical comedy with South American background and theatrical setting. The story has to do with the marital difficulties of a theatrical producer and his wife. To those who like South American dancing and dialect, the picture may be amusing, but it is noisy and not very ethical. Cast: Evelyn Keyes, Keenan Wynn, Ann Miller, Allyn Joslyn.

Adults	14-18	8-14
Amusing	Amusing	Mature

Two Years Before the Mast—Paramount. Direction, John Farrow. This absorbing adaptation of Richard Henry Dana's historical novel is an inspiring drama of the sea, excellent in direction, music, costuming, and photography. Both the casting and acting in this adventurous, educational picture are

exceptionally good. The spirit of the book is portrayed with great dramatic power, and the characterizations are well defined. Cast: Brian Donlevy, Alan Ladd, William Bendix, Barry Fitzgerald.

Adults	14-18	8-14
Excellent	Tense	Too brutal

ADULT

Angel on My Shoulder—Rogers-United Artists. Direction, Archie Mayo. Dealing with the supernatural, this fantastic but thought-provoking drama presents many problems that engross the audience throughout the film. The conflict between Satan and his adversaries on earth provides a theme so serious that incidents intended to amuse often fail to do so. The scenes of Hell, though conventional, are highly artistic in symbolism and photography. The picture of hundreds of lost souls wandering hopelessly and aimlessly through a blazing, steaming cavern graphically portrays the horror of eternal damnation. Paul Muni skillfully and clearly depicts the confusion in the mind of the gangster who, for the first time, associates with decent people and high ideals. Claude Rains is suave and smooth as His Satanic Majesty, and Anne Baxter aptly portrays the sweetheart of the judge. Adult treatment of an adult theme makes this film unsuitable for a family audience. Cast: Anne Baxter, Paul Muni, Claude Rains, Onslow Stevens.

Adults	14-18	8-14
Entertaining	Not recommended	No

Cloak and Dagger—Warner Brothers. Direction, Fritz Lang. An interesting but involved story of the O.S.S. in Germany is developed with much exciting and cruel action. The character portrayals are good, and the music adds to the suspense. Cast: Gary Cooper, Robert Alda, Vladimir Sokoloff, J. Edward Bromberg.

Adults	14-18	8-14
Interesting	Too tense	No

Decoy—Monogram. Direction, Edward Kay. A heavy crime drama, featuring unpleasant people and a vicious, sadistic plot based on the restoring of life to an executed criminal in order to unearth a missing fortune. The musical background is unusual, and the adequate cast do what they can with the story. Yet it is nevertheless a sordid picture. Cast: Jean Gillie, Edward Norris, Herbert Rudley, Robert Armstrong.

Adults	14-18	8-14
Matter of taste	No	No

The Man I Love—Warner Brothers. Direction, Raoul Walsh. An ultrasophisticated social drama of night club life and music. The cast is good, and the attractive costumes and lavish settings are well photographed. The story, however, is tawdry and involves far too much drinking as well as some objectionable repartee. Cast: Ida Lupino, Robert Alda, Andrea King, Martha Vickers.

Adults	14-18	8-14
Diverting	Not recommended	No

Mr. Ace—United Artists. Direction, Edwin L. Marin. A heavy, sophisticated social drama of political intrigue. Excellent music sets the mood for the action, and the direction and acting are good, although one sequence is risqué. The costumes and makeup of Sylvia Sidney, who plays an unscrupulous, self-willed woman, are glamorous in the extreme. Cast: George Raft, Sylvia Sidney, Sid Silvers, Jerome Cowan.

Adults	14-18	8-14
Entertaining	No	No

Never Say Good-by—Warner Brothers. Direction, James V. Kern. This entertaining farce-comedy is marred by excessive drinking, although the story is amusing and the costumes and settings attractive. The plot concerns a broken home and a small girl's efforts to mend it. Patti Brady, a newcomer to Hollywood, is excellent in this role. Cast: Errol Flynn, Eleanor Parker, Lucile Watson, S. Z. Sakall, Patti Brady.

Adults	14-18	8-14
Amusing	Not recommended	No

No Leave, No Love—Metro-Goldwyn-Mayer. Direction, Charles Martin. A romantic comedy of errors with a story that provides opportunity for some original songs and orchestrations—notably those of Pat Kirkwood, Guy Lombardo, and Xavier Cugat. Interesting settings, excellent photography, and good music add much, but some wild parties and other sophisticated touches take this film out of the family classification. Cast: Van Johnson, Keenan Wynn, Pat Kirkwood, Edward Arnold, Marie Wilson.

Adults	14-18	8-14
Entertaining	Not recommended	No



Marshall Thompson and Bess, the horse, in *Gallant Bess*

THE *Family* REDISCOVERS ITSELF

STUDY COURSE DIRECTED BY RALPH H. OJEMANN

Outstanding Points

I. More and more we are coming to realize that learning to live and work with others is an essential part of a child's education. This includes education in boy-girl relationships.

II. The need for such training is becoming more important every day, as shown by the widespread breakdown of home life and the increase in divorce. These trends tell us that the kind of education in boy-girl and husband-wife relations which our children received in the past is not good enough today.

III. The child has four sets of teachers: parents, playmates, schoolteachers, and the community.

IV. What sex education we have had up to now has been carried on mostly by two of these teachers—a child's playmates and his community. It is time that school and home accept their share of the task.

V. Vital sex education must include more than information; it must include training in attitudes.

VI. An important factor in shaping the child's attitudes is the attitudes and ideals of his parents and teachers. A good sex education program begins with the adjustment of the parents and teachers themselves.

VII. In the years before adolescence a child's training for wholesome relations with the opposite sex is helped by: (a) a happy relationship between father and mother; (b) a matter-of-fact attitude toward problems of elimination and the handling of genital organs; (c) frank, truthful, easily understood answers to early questions about sex; (d) a basic knowledge of the mating and reproductive process, first acquired at the primary school level.

VIII. As adolescence approaches, boys and girls will need a rather thorough understanding of physiological changes in both sexes, the contributions of marriage and family life to personality development, the difference between true love and infatuation, and choosing a mate.

IX. The manifold possibilities of engagement, love-making, marriage, and family life for rich personality development should be given much more emphasis than heretofore.

X. Because adolescents are capable of mature thinking, a man-to-man relation between adolescents and parents is generally most effective.

Questions to Promote Discussion

1. Think of the questions children commonly ask—such as "Where do babies come from?" "Do you have to be married to have children?" and "How are girls different from boys?"—and work out answers that you might give a normal five-year-old boy.

2. Why is the manner or tone of voice as important in answering questions as what one says?

3. Is it advisable to wait until children begin to show curiosity before beginning their sex education?

4. Suppose you have a nine-year-old girl who so far has not asked any questions about sex. What will you tell her when she does ask? Will you begin with the bees pollinating the fruit blossoms in the garden?

5. Jackie, aged ten, is in the fourth grade. On the first day of school after summer vacation, the teacher asks the class to make a drawing of the most interesting thing they saw or did during the summer. Jackie immediately draws a picture of Nancy, his pet cow, giving birth to a calf. He takes his drawing home that night and shows it to the family. How should his parents comment on it?

6. Is it true that children who do not ask about sex do not think about it?

7. What are some of the things you could emphasize in discussing the purpose of marriage with an adolescent? Suppose you feel that your own knowledge is inadequate, where would you find more information? What books or pamphlets would be helpful to you?

8. During lunch hour one day at school a sixth-grade boy says he knows where babies come from. A girl replies, "Oh, I know all about that! I live on a farm, and we have lots of animal babies." Suppose your child heard this conversation. How would you follow it up?

9. What should an adolescent know about petting?

10. Many newspapers carry cartoons of bobby-soxers, showing how hard the girls work to hold their boy friends. Collect a few of these. How might they help adolescents to understand and appreciate love and marriage? In what way do you think they might not help?

11. What can parents do about neighborhood gossip centering around young people who are just beginning to "go steady"?

References

Faegre, Marion L. *Understanding Ourselves*. Minneapolis: University of Minnesota Press, 1944.

Lloyd-Jones, Esther, and Fedder, Ruth. *Coming of Age*. New York: McGraw-Hill, 1941.

Strain, Frances B. *New Patterns in Sex Teaching for Parents*. New York: Appleton-Century, 1934.

Articles in the *National Parent-Teacher*:

Kirkendall, Lester A. "Sex Education Today," February 1945, pages 4-6, 36.

Landis, Paul H. "Will There Be a Sex Problem?" March 1946, pages 14-16, 38.

A radio script based on this article will be available on December 1. It will be sent free only to Congress parent-teacher groups that are conducting radio programs. The script is being prepared at Station WHA, University of Wisconsin, under the direction of H. B. McCarty, National Congress chairman of the Radio Committee.



THE study course outline on this page is for the use of—

- Parent education study groups
- P.T.A. program chairmen
- Individuals who want to test their own knowledge

Based on the article "Boys, Girls, and Sex." See page 10.

Looking into Legislation

WHEN the Seventy-ninth Congress recessed in early August, S.181 amended, the bill authorizing Federal aid for education, had gained favor in both houses but had failed to pass. The bill had been introduced in the Senate on March 27, 1946, under the bipartisan sponsorship of Senators Hill, Taft, and Thomas of Utah. The Senate Committee on Education and Labor reported it favorably on June 13, but Senate action was delayed by the accumulation of "must" legislation.

The House was also working under great pressure to take action on bills already passed by the Senate. Consequently, the House Committee on Education declined to act on the Federal aid bill, since time would not permit carrying the measure to a successful conclusion. The attitude of the committee, however, reflected greater interest in the educational welfare of American youth than at any previous time. Not for nine years had the committee held hearings on any bill calling for Federal aid to assist needy states in financing general public education.

Two facts signify substantial gains in the support of Federal aid: first, that President Truman actually proposed it in his message to Congress, January 7, 1946, and, second, that a House bipartisan committee of one hundred and fifteen members was organized to support Federal aid for the public schools.

Since this same measure will undoubtedly be brought up at the next session of Congress, all state congresses should study it carefully. Note that in addition to the new idea of setting up a minimum program for American public education, the bill contains an ingeniously devised formula for encouraging state and local efforts to finance education. State and local control are also amply safeguarded.

ON August 13 President Truman signed the hospital survey and construction bill, S.191 (Hill-Burton), an amendment to the Public Health Service Act. The purpose of this measure is "to authorize grants to the states for surveying their hospitals and public health centers and for planning construction of additional facilities, and to authorize grants to assist in such construction." It appropriates three million dollars to help states with their surveys and seventy-five million dollars annually for the construction program. Federal funds will be apportioned to each state on the basis of need, to be determined by its population and the ration of its per-capita income to the national income. The Federal government will pay one third of the survey costs and of the cost of building or equipping new hospitals.

The Surgeon General will decide on applications for hospital construction, but if he denies funds for specific projects, state agencies may appeal to the U.S. Circuit Court of Appeals. The Surgeon General is also responsible for the administration of the act, under the supervision of the Federal Security Administrator. Regulations set up by the Surgeon General must be approved by a Federal council, which has power to overrule his decisions.

In the states a single agency is responsible for the administration, in consultation with a state advisory council which "shall include representatives of the consumers of hospital services selected from among persons familiar with the need for such services in urban and rural areas." In order that these councils may make known the needs and wishes of the consumers of medical care, state congresses are urged to recommend qualified representatives as members of this advisory body. —EDNA P. COOK

Contributors

As Reader's Guide of the *New York Herald Tribune*, MAY LAMBERTON BECKER is everywhere known for her unerring judgment in the selection of books for children. Her effective work in this field is largely responsible for the great advances that have been made in the quality and quantity of books for young readers. Her own volumes, *Growing Up with America* and *Adventures in Reading*, should find a place in every American home.

The Reverend ROY A. BURKHART is the noted pastor of the First Community Church at Columbus, Ohio. One of the organizers and the first secretary of the United Christian Youth Movement in North America and a former associate director of the International Council of Religious Education, Dr. Burkhardt has a wise understanding of the needs of young people. He is author of the timely book *The Church and the Returning Soldier*.

It has become traditional to have a Thanksgiving story by ROBERT P. TRISTRAM COFFIN in the November issue. As most of our readers know, Mr. Coffin is a Pulitzer prize-winning poet; the author of many volumes of prose, including *Thomas-Thomas-Ancil-Thomas* and *Mainstays of Maine*; and professor of English at Bowdoin College. Most of the stories he writes for us stem from the delightful memories of his own childhood.

GERTRUDE HANKAMP is executive secretary of the Association for Supervision and Curriculum Development, a department of the National Education Association. She is also editor of the journal *Educational Leadership*. Miss Hankamp's understanding analyses of various educational issues and problems reveal an admirable background of study and research in her chosen field.

CHRISTINE HEINIG, who has studied at several leading American universities, has had the very unusual experience of serving as principal of the Kindergarten Training College in Melbourne, Australia. While there, Miss Heinig also designed buildings and equipment for six model demonstration preschool centers and supervised their operation. An able writer, she is co-author of several books and is on the staff of *Two to Six* magazine.

S. R. LAYCOCK, national president of the Canadian Federation of Home and School, is professor of educational psychology at the University of Saskatchewan. One of Canada's leading authorities on mental health and child development, he has contributed several valuable books and many fine articles to these twin fields. Dr. Laycock is director of the division on education and mental health of the National Committee for Mental Hygiene in Canada.

The more one reads of BONARO W. OVERSTREET's articles the more one appreciates the qualities of mind, character, and deep discernment that have made her renowned as a writer and an adult educator. In great demand as a lecturer, Mrs. Overstreet has, during this year alone, spoken at many parent-teacher gatherings, including the state conventions of California and Illinois.

This month's "P.T.A. Frontiers" were prepared by Mrs. Clair H. Brewer, chairman of the Lakewood Better Films for Children Committee and member of the Madison Parent-Teacher Association, Lakewood, Ohio, and Mrs. Stanley W. Emmitt, president, Ohio Congress; Mrs. Dallas J. Reed, president, Montana Congress; and Mrs. A. J. Nicely, president, Pennsylvania Congress.

FIVE-STAR



FINAL

Last Minute News

International Assembly of Women. Acting on a suggestion from Mrs. Eleanor Roosevelt, the American Women's Voluntary Services began last year to plan a meeting of women leaders from all parts of the world to discuss women's role in the political, economic, and social order of our time. The plan has culminated in the first International Assembly of Women, which convened at South Kortright, New York, on October 12-22. The National Congress was one of the nineteen sponsoring organizations. Mrs. L. W. Hughes, national president, served as a delegate to the assembly. Mrs. Eva H. Grant, editor of the National Parent-Teacher, was a member of the press group.

Conference on the Prevention and Control of Juvenile Delinquency. At the invitation of Attorney General Tom C. Clark, nearly eight hundred leaders from national organizations will gather in Washington, D. C., November 21-23, to consider the problems of juvenile delinquency in our nation. Among them will be Mrs. Joseph W. Eshelman, our national chairman of Juvenile Protection, and Mrs. Newton P. Leonard, regional vice-president of the National Congress. Other parent-teacher leaders have made important contributions to the planning of the conference. Bruce E. Mahan, national chairman of Visual Education, attended a preliminary panel on the effect of motion pictures on youth, and Mrs. O. G. Hankins, president of the District of Columbia Congress of Parents and Teachers, represented Mrs. Leonard at a panel on citizen participation.

Citizens' Federal Committee on Education. On October 28-30 Mrs. L. W. Hughes, national president, attended a meeting of the Citizens' Federal Committee on Education, a group appointed last year by U.S. Commissioner of Education John W. Studebaker. This committee of twenty-seven members was chosen to act as an advisory body to reflect the layman's point of view on problems of American education.

Conference on Intercultural Education. The National Congress, one of the most democratic groups to be found in America today, has for many years worked closely with the National Conference of Christians and Jews in promoting the ideals of democracy. This year Mrs. Newton P. Leonard, chairman of the Congress special committee on intercultural relations, attended a conference on education and intergroup tensions, sponsored by the National Conference of Christians and Jews, at New York City on October 19-20.

National Safety Congress. Mrs. L. K. Nicholson, national chairman of Safety, took part in the National Safety Congress held October 7-10 in Chicago. As chairman of a subcommittee on School and Community Coordination, Mrs. Nicholson spoke on "Working Together for Safety" at one of the School and College sessions.

Conference of the National Council of Camp Fire Girls. In accordance with the National Congress policy of cooperation with youth-serving organizations, Mrs. E. W. Emery, regional vice-president, will attend the National Council of Camp Fire Girls to be held in Cleveland, November 3-7.

Conference on Federal Aid for Education. On November 15 the National Education Association will sponsor a conference on Federal aid for education. Mrs. L. W. Hughes, national president, will participate in the meeting, at which a program of support for Federal aid to the schools will be outlined. It is hoped that through the unified efforts of parents and educators in all parts of the country adequate Federal aid legislation will be passed by the Eightieth Congress.

Fall Board Meeting. This year New Orleans will be host to the members of the National Congress Board of Managers, which will hold its fall meeting on December 2-6 at the Hotel Roosevelt in this picturesque city of the South.